

DOCUMENT RESUME

ED 056 449

EC 040 541

AUTHOR Linford, Anthony G.; Jeanrenaud, Claudine Y.
 TITLE Systematic Instruction for Retarded Children: The Illinois Program - Experimental Edition. Part IV: Motor Performance and Recreation Instruction.
 INSTITUTION Illinois Univ., Urbana. Inst. of Research for Exceptional Children.
 SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
 BUREAU NO BR-7-1025
 PUB DATE Aug 70
 GRANT OEG-0-8-001025-1777(032)
 NOTE 120p.
 EDRS PRICE MF-\$0.65 HC-\$6.58
 DESCRIPTORS *Exceptional Child Education; Guidelines; Handicrafts; Lesson Plans; *Mentally Handicapped; *Motor Development; Music; *Programed Instruction; Programed Materials; *Recreation; Trainable Mentally Handicapped

ABSTRACT

The manual of programed instruction for motor skills and recreational activities for trainable mentally handicapped children includes guidelines on basic recreation movements, rhythm in music, handicrafts, and miscellaneous activities. The guidelines employ principles of behavior change and direct instruction. Detailed programed instruction lists terminal behaviors required from the child when the final task request is mastered. The justification of each skill selected, prerequisite skills, necessary instructional materials and advanced skills are explained. Evaluation criteria for the model lesson plans are provided. Model lesson plans are presented for 18 basic movements that involve one or a combination of the following gross motor movements: balance, object projection, object reception, body projection, and body reception. The rhythm section consists of model lesson plans on four attributes thought to be necessary for musical rhythm readiness: stop and go, loud and soft, fast and slow, and combining dimensions of loudness and fastness. The arts and crafts section includes model lesson plans on modeling with clay, drawing, pasting with glue, painting, and cutting with scissors. The last section concerns 12 miscellaneous activities such as bead threading. (For related programed instruction guidelines, see EC 040 485-6, 040 539-40.) (CB)

ED056449

Project No. 7-1025
Grant No. OEG-0-8-001025-1777(032)

SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN:
THE ILLINOIS PROGRAM

Experimental Edition

PART IV

MOTOR PERFORMANCE AND RECREATION INSTRUCTION

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Acknowledgments

I would like to express my appreciation to Anthony G. Linford, Claudine Jeanrenaud, and Beverly Dunn for their collaboration on this project. Perhaps the greatest contribution of the Motor Performance and Recreation Curriculum is the emphasis which has been placed on teaching basic motor performance skills as prerequisite behaviors for play and recreational activities.

I am most appreciative for the cooperation and support provided throughout the project by Allen V. Sapora, Head of the Department of Recreation and Park Administration, and Michael Ellis, Director of the Motor Performance Laboratory.

James C. Chalfant
Project Director

August, 1970

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INTRODUCTION

Traditionally, recreation has been viewed as a period of enjoyment, a period of activity that is self-motivated rather than externally directed. It has generally been considered that, in recreation, a child should have a free choice of activities and that direct teaching should be minimal.

In this project, the authors of this section of the curriculum do not share the above philosophy. Young retarded children, typically, engage in fewer play activities than their more gifted counterparts. So called "spontaneous" play can be considered, in fact, as learned responses and the product of determinable progressions (Berlyne, 1950; Hutt, 1966; Jeanrenaud & Linford, 1969). Play is, from our viewpoint, a collection of repeated activities which were positively reinforced during a preceding exploration stage. Aside from play, the majority of other, commonly engaged in, recreational activities involve learning. Frequently, with the normal child, this learning is not obvious. The child will watch a parent, a teacher, or other children do something and will then learn the activity by imitation. The ability of the retarded child to learn in this manner is, however, more limited. Thus, the emphasis in this program is placed upon the teaching of simple, widely applicable, motor and recreative skills that can then be used by the children in more free recreation and play settings.

Yet another role of our program is to enhance the learning of language skills and concepts that are taught, initially, in the classroom, and of self-care activities taught in the cottage and home setting.

Because of the general nature of recreational philosophy, no guidelines are presented in the literature for deciding which skills are important and which are not. Consequently, in formulating this curriculum and in deciding upon the activities to be included, we developed three principal criteria upon which to select activities: (a) the activities had to be suited to the intellectual and physical level of the children in our population, (b) they had to have wide applicability in the development of "free-time" recreational activities, and (c) they should, where appropriate, contribute to the efforts of the other disciplines engaged in the project and to the overall goals of the project.

The teaching principles upon which the motor performance and recreation program is based include: (a) the technology of behavior modification and (b) "direct - instruction" of children (Bereiter & Engelmann, 1966).

While our technology is behavioral, our theoretical framework can be more closely aligned with a cognitive-interactionist position (Kohlberg, 1968). The child is viewed as interacting with his environment, mediational skills assisting in such an interaction, to produce an end product of knowledge and enjoyment. This schema is presented in Figure 1 below.

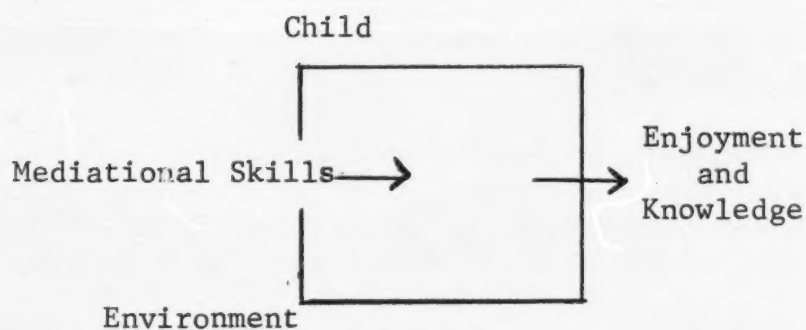


FIGURE 1. Schematic diagram of cognitive-interactionist theoretical position.

The specific mediational skill areas that are concentrated upon in the recreation curriculum are those of rhythm, arts and crafts, and basic movement.

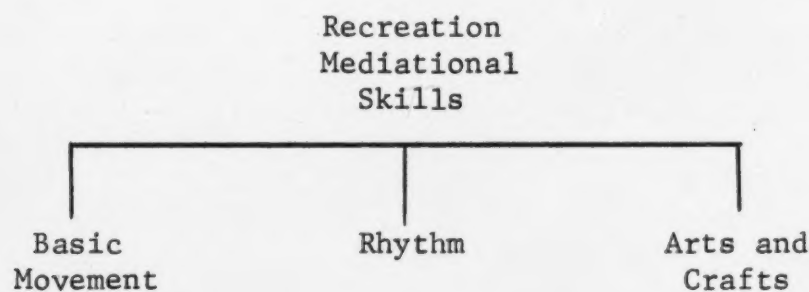


FIGURE 2. Breakdown of recreation mediational skills.

Also included in the program, although not shown in the diagram above, is a series of miscellaneous activities which generally have the purpose of complementing aspects of the general curriculum. A more comprehensive description of each of these areas is given in the main body of the curriculum and prior to the curriculum content in each area.

The Curriculum Format

The lessons have been grouped into four sections: (1) Basic Movement, (2) Rhythm, (3) Arts and Crafts, and (4) Miscellaneous Activities. A rationale for the general structure of each of these sections is presented in each of the respective sections.

Each lesson is presented in detail, in accordance with a specific format. The objectives of each lesson list the terminal behaviors required from the child when the final task request is mastered. The rationale for teaching that particular skill is given, together with the prerequisite skills that the child should have, if he is to have a reasonable chance of mastering

the task requests. All materials necessary, and any special room or setting preparations, are listed in a section devoted to that purpose.

The procedures are listed in the form of sequential task requests. Every task request specifies exactly what the therapist (T) does, in terms of demonstrations. The words that the therapist uses to instruct the child (C) are specified exactly in capital letters. To each task request an evaluation scheme is appended. This evaluation can be considered as having two purposes: (1) It provides the basic structure for the general evaluation of the lesson, and (2) it serves a diagnostic and corrective function, insofar as failures in task completion are identified and remedial measures prescribed.

A final subdivision is attached to every lesson listing advanced skills. The purpose of this section is to suggest directions in which therapists can move, using the particular skill that has been taught in the lesson, and combining it with other skills that may have been covered in other areas of instruction or learned incidentally. These advanced skills have rarely been tested during our curriculum development phase and can, consequently, be viewed only as suggestions.

It must be emphasized that this curriculum has been constructed to teach meaningful and necessary recreative skills to young trainable Down's Syndrome children. This is not to say that many other activities cannot be enjoyable for such children. However, more complex and advanced activities do not readily lend themselves to accurate programming. With such activities it is also difficult to specify exactly what the children are enjoying without exhaustive testing. For example, children can frequently be observed to enjoy circle songs accompanied by actions. This, in spite of the fact that the therapist is aware that the actual words of the song are meaningless to the child. Perhaps there are some secondarily reinforcing cues in the situation complex, perhaps it is the social experience, or perhaps it is the mere rote, but successful, repetition that the child enjoys. We can but hypothesize. However, the aim of this curriculum is, as we have stated, to teach specific skills.

Evaluation of the Lessons

The evaluation of the child's progress in the various individual lessons can be most meaningfully accomplished by simply listing the skill, the number of task requests incorporated into the lesson, and checking off the number of task requests mastered. For example:

Child's name:	Skill (Cutting)		# of TR's: 8
Joe Smith			
Task Request #	1	2	3
Date Passed	3/1/69	3/2/69	3/7/69

FIGURE 3. Format for evaluating child's progress.

The example presented in Figure 3 shows that the child has mastered the first three task requests of the lesson on cutting. The lesson consists of a total of eight task requests, the third of which was mastered on March 7, 1969. In deciding if a task request has been mastered one should refer to the evaluation that follows each task request. If the answer to the evaluation question is YES, then the number of the task request is entered in the square and the date recorded. It is generally advisable for the therapist to repeat the task request a few times, calling for correct responses on the part of the child, before actually moving on to the next task request.

A book containing data on each child's attainment in every skill area should be available, on the ward, at all times. This will help ensure consistency from day to day with different therapists.

Evaluation of Motor Performance

The many tests suggested as being suitable for use with samples of mentally retarded patients, to evaluate recreative functioning skills, were reviewed. A closer inspection was made of those tests that appeared to be applicable to TMR children. Finally, only one test was selected as being suitable for use with young trainable Down's Syndrome samples. That test was the Cratty Perceptual Motor Battery, developed by Dr. Bryant J. Cratty of Department of Physical Education, University of California at Los Angeles. The test appears to discriminate between individuals. It contains a clear set of administrative instructions. Testers should, however, obtain some practice in its use prior to employing it in an experimental setting.

To evaluate recreative functioning in general, the Florida State Diagnostic Battery of Recreative Functioning for the Trainable Mentally Retarded was pilot tested. It appears that norms do not exist for this instrument, nor are the instructions for administration unambiguous. A scoring system is not presented. Finally, the time required for its administration is generally excessive for young TMR's. We, consequently, cannot endorse its use in an experimental setting. Its effectiveness as a diagnostic instrument was not evaluated by ourselves.

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BASIC MOVEMENT ACTIVITIES

BASIC MOVEMENT ACTIVITIES

The last decade has seen an increasing emphasis in American physical education upon the development of basic movement skills. Such activities form the major part of most elementary physical education curricula today; recognition of their importance in curricula for the mentally retarded is evidenced in many of the recent publications of the American Association of Health, Physical Education and Recreation Project on Recreation and Fitness for the Mentally Retarded.

We suggest here that only five gross motor movements are possible for the human organism. One may balance, either dynamically or statically; one can project himself on an object; one can receive his own body weight (as in landing or swinging from rung to rung of an overhead ladder) and, finally, one can receive an object (as in catching). All human movements that we have suggested involve one, or more of these basic components.

When these movements have been mastered and can be elicited by a verbal command from the teacher or therapist, it should be possible to combine movements in an infinite variety of ways, using words that the children have learned in other parts of the curriculum. For instance, the teacher may request that the child "show me a big jump, a fast run, a squat and a slow roll."

Proponents of movement education, from Rudolf von Laban, in the early years of this century and up until the present day* have identified four dimensions within which movements can be studied. These are Time, Force, Flow, and Space. The time factor, in this curriculum, can be controlled by responses to the words "fast" or "slow" and the force factor by "hard" and "soft." The flow factor can be modified by a combination of the polarities "stop" and "go" paired with "fast" and "slow." Control of the space factor is less adequate. The concept of a room, gym, or field being "space" is considered to be beyond the cognitive capacity of young children in classes for trainable retardates. The words "big" and "little" are largely space related, and are useful because of this. Further control of the space factor, however, has, we feel, to be achieved by gestures and indications on the part of the therapist in terms of the sizes of areas to be covered, coupled with the use of the words "more" and "big" and "little" where appropriate.

The aims of the basic movement program are to make children aware of the many ways in which they can use their own bodies, while providing a free, problem-solving situation in which this learning can occur. At the same time, functional strength, mobility and agility are maintained or improved. The possibility of introducing dance activities within the basic movement framework is also open, insofar as drum beats, claps or music can be introduced as stimuli within the various movement sequences.

*e.g., Educational Gymnastics, London, London County Council, Westminster Hall, 1966.

Possible Movement
Activities
for Human Organism

- Balance
- Object Projection
- Object Reception
- Body Projection
- Body Reception

Selected Sample
of Basic Movements

Swinging	Climbing
Squatting	Walking
Catching	Marching
Running	Kicking
Hanging	Running
Balance Walking	Throwing
Crawling	Pulling
Hopping	Pushing
Rolling	Jumping
Hitting	Kneeling

FIGURE 4. Schematic representation of basic movements.

WALKING

OBJECTIVE: To teach the child to walk on verbal command in two situations:

- a. Contrasted with another cadence (run).
- b. From a stationary position to a specifically indicated spot (HERE plus gesture).

RATIONALE:

- a. Basic motor skill necessary in recreative and physical activities.
- b. Self-help skill necessary for child's safety.

PREREQUISITE SKILL: Initial exposure to imitative activities.

Note: This is a skill that will be taught early in the child's program, so an assumption is made that object identification is limited.

TEACHING PROCEDURES:

Task Request 1: T says to C, DO THIS, and walks to other side of room.

Evaluation: Did the child imitate?
Pass - Reinforce.
No - Repeat command and take child's hand if necessary.

Task Request 2: As Task Request 1, but T walks to various places in the room.

Evaluation: Did the child imitate?
Pass - Reinforce.
No - Use correction procedure in Task Request 1.

Task Request 3: T says to C, DO THIS--WALK and walks to different places in the room.

Evaluation: Did the child imitate?
Pass - Reinforce.
No - Repeat Task Request 2 and reintroduce Task Request 3.

Task Request 4: T says to C, WALK--HERE and indicates a spot on the floor in front of T by pointing.

Evaluation: Did the child walk to the spot?
Pass - Reinforce and repeat to other spots.
No - Repeat Task Request 3 and fade out the DO THIS and demonstrate over a series of trials.

Task Request 5: T, holding C's hand, runs around the room and says DO THIS. Then, DO THIS--WALK.

Evaluation: Did the child change to walking cadence?
Pass - Reinforce and repeat.
No - Repeat, pulling child backwards slightly as you say, WALK in the command sentence.

Task Request 6: As Task Request 5, only T does not hold C's hand.

Evaluation: As Task Request 5.
Pass - Reinforce.
No - Repeat putting arm out in front of child as you say, WALK in the command sentence.

Task Request 7: T Says, DO THIS and runs around the room at a slow jogging pace as child watches. C then imitates.

Evaluation: Did the child imitate?
Pass - Reinforce.
No - Run first few paces with child and gesture for him to continue.

Task Request 8: As Task Request 7 but as C is running say, WALK HERE as in Task Request 4.

Evaluation: Did the child change to walk cadence and follow directions?
Pass - Reinforce and repeat.
No - Repeat Task Request 6 and reintroduce Task Request 8.

ADVANCED SKILLS:

1. Consolidate the learning of "fast" and "slow," "over" and "under," "on" and "between," "loud" and "soft," etc., when introduced into the language program.
2. Intervals of walking and running can be combined as a cardio-respiratory activity when "run" is learned.
3. Walking races.
4. Walking with giant strides as a strength and mobility exercise--also as a game (how many strides to cross a room).
5. Can be used in a game situation to consolidate noun skills--walk to various objects.

MARCHING

OBJECTIVES:

- a. To teach C to walk with an exaggerated knee lift to the command, MARCH.
- b. To teach C to discriminate "march" from "walk."

RATIONALE: A basic motor skill of particular use in rhythmical activities.

PREREQUISITE SKILLS:

- a. Exposure to imitative activities.
- b. Responds to command, WALK.

TEACHING PROCEDURES:

Task Request 1: T says, DO THIS and demonstrates marching on the spot with high knee pick-up.

Evaluation: Did C imitate high knee pick-up?
Pass - Reinforce.
No - Repeat command touching own knees and over exaggerating pick-up.

Task Request 2: T says, DO THIS and demonstrates by moving forward a few steps, maintaining exaggerated knee pick-up.

Evaluation: Did C imitate the teacher?
Pass - If the child imitated the teacher, reinforce.
No - If the child remained on the spot, take his hand and repeat command, leading him forward.
No - If the child moves forward but does not pick up his knees, do not reinforce but repeat command pointing to T's knees in demonstration.

Task Request 3: T says to C, DO THIS--MARCH and demonstrates.

Evaluation: Did the child imitate?
Pass - Reinforce.
No - Use appropriate correction as in Task Request 2 for fault.

Task Request 4: T says, MARCH.

Evaluation: Did the child march forward with high knee pick-up?
Pass - Reinforce and repeat.
No - Repeat Task Request 3 and then reintroduce Task Request 4.

Task Request 5: T says to C, WALK and gestures for C to walk around the room.

Evaluation: Did the child walk?
Pass - Reinforce.
No - If the child continued to march or did not respond, walk around room with the child and say, DO THIS--WALK, then, DO THIS--MARCH.
Fade out the imitation and reintroduce Task Request 5.

Task Request 6: T says to C, MARCH and marches around the room beside child then says, WALK.

Evaluation: Did C change cadence from march to walk on command?
Pass - Reinforce and repeat.
No - Repeat instructions.
No - Use correction procedure for Task Request 5 and then reintroduce Task Request 6.

Task Request 7: T indicates to child by gesture to continue around room and says, MARCH and WALK alternately.

Evaluation: Did the child alter cadence to verbal command?
Pass - Reinforce and repeat.
No - Revise Task Request 6 and then reintroduce Task Request 7.

ADVANCED SKILLS:

1. Introduce exaggerated arm swing to verbal command, MARCH.
2. Use to consolidate learning of "stop" and "go" when introduced in language program.
3. Group marching games like Follow the Leader.
4. Imitate patterned sequences of increasing complexity.
5. Marching in time with clapping.
6. Marching in time to distinctive beat on piano or record player.

KICKING

OBJECTIVE: To teach the child to kick a large ball on the verbal command, KICK THE BALL.

RATIONALE: Basic recreative and physical skill. Can be used in self-help to control aggressive acts on other children--DON'T KICK.

PREREQUISITE SKILLS:

- a. Initial exposure to imitative activities.
- b. Receptive identification of "ball."
- c. Receptive response to TOUCH THE (noun).

MATERIALS: Two volley balls or soccer balls--one for therapist, one for child.

TEACHING PROCEDURES:

Task Request 1: Volley ball or soccer ball is placed in front of C and T. T says, DO THIS and kicks ball forward.

Evaluation: Did the child imitate?
Pass - Reinforce.
No - Repeat request.
No - Assist by manually moving C's legs.

Task Request 2: T says to C, DO THIS--KICK.

Evaluation: Did the child imitate?
Pass - Reinforce and repeat.
No - Repeat request.
No - Repeat Task Request 1.

Task Request 3: Ball placed in front of C. T says, KICK and gestures toward ball.

Evaluation: Did the child kick?
Pass - Reinforce and repeat.
No - Repeat Task Request 2 and reintroduce Task Request 3.

Task Request 4: T holds ball in front of child and says, TOUCH THE BALL.

Evaluation: Did C touch the ball?
Pass - Reinforce.
No - T says, THIS IS A BALL and indicates by touching it--TOUCH THE BALL.

Task Request 5: T says to C, KICK THE BALL.

Evaluation: Did C kick the ball?

Pass - Reinforce.

No - Repeat Task Request 4 and reintroduce Task Request 5.

ADVANCED SKILLS:

1. Kick can be generalized to other nouns, e.g., balloon, football, bean bag, etc.
2. Can be used to consolidate the learning of "hard" and "soft," "large (or big)" and "small (or little)."
3. Kicking to other people as a group game and early soccer skill.
4. Kicking various sizes of balls to experience force/weight variations.
5. Kicking a balloon or football bladder as an indoor activity.
6. Kicking at progressively decreasing sized targets for accuracy.
7. As part of a relay sequence.
8. Controlling volley ball at feet while moving through a series of objects or pins--can be part of a relay game.
9. Kicking without having a ball as an introductory dance activity.
10. Drop kicking from hands can be introduced when there are developmental indications, e.g., ability to catch a ball in free flight.

THROWING

OBJECTIVE: To teach the child to step forward onto the foot opposite to the throwing arm and project a small ball forward with an overhand throwing action to verbal command, THROW THE BALL.

RATIONALE: Basic motor skill necessary for participation in many recreative activities, e.g., ball games, field events, horseshoe pitch, relays, etc.

PREREQUISITE SKILLS:

- a. Initial exposure to imitative activities.
- b. Receptive identification of ball.
- c. Responds to PICK UP THE BALL.

MATERIALS: One small ball for each child.

TEACHING PROCEDURES:

Task Request 1: T says, DO THIS--PICK UP THE BALL and notes hand that the child uses. Repeat five times to establish preference.

Task Request 2: T says, DO THIS and demonstrates simultaneous lifting of ball to a position just behind the ear of the throwing side while stepping forward onto the opposite foot.

Evaluation: Did the child imitate?
Pass - Reinforce and repeat.
No - Ascertain cause of failure--foot or hand position--and repeat giving manual assistance in the area of difficulty.

Task Request 3: Child stands with feet together holding ball in one hand, opposite to T who says, DO THIS lifting the hand holding the ball to a position just behind the ear on the same side. The wrist should be pronated so that the ball is pointing generally forward and slightly inward.

Evaluation: Does the C imitate?
Pass - Reinforce and repeat.
No - Ascertain cause of failure.
a) Child supinates wrist so that back of hand is pointing forward; manually assist.
b) Poor arm position; manually assist.
If No, repeat corrected action a few times.
Reinforce correct response.

Task Request 4: T says, DO THIS while standing with ball in desired position of Task Request 3, and steps forward onto foot opposite that holding the ball.

Evaluation: Did the child imitate step correctly?

Pass - Reinforce and repeat.

No - a) If the child failed to imitate, repeat command, directing attention to the leg.
b) If the child stepped forward on wrong foot, touch correct leg and repeat the command.
c) Repeat command and manually assist the child to step forward. Repeat Task Request 4 until action is solid.

Task Request 5: T says, DO THIS and steps forward from position in Task Request 3 and releases the ball, throwing it forward.

Evaluation: Did the child imitate?

Pass - Reinforce and repeat.

No - a) If child failed to step forward, repeat procedures on Task Request 4-a.
b) If child stepped forward on wrong foot, repeat procedures of Task Request 4-b.
c) If child failed to release ball, repeat demonstration and command.
d) If child failed to release ball, manually assist, opening child's fingers to release the ball.

Task Request 6: T says, DO THIS--THROW and demonstrates as in Task Request 5.

Evaluation: Does the child throw the ball correctly?

Pass - Reinforce and repeat.

No - a) If the child does not respond, repeat Task Request 5 procedures.
b) Incorrect technique--If techniques have already been previously established in other task, correct error manually and repeat until solid.

Task Request 7: T says, THROW but does not demonstrate.

Evaluation: Does the child throw correctly?

Pass - Reinforce and repeat.

No - If no response, repeat Task Request 6 a few times fading the demonstration.
No - If the child responds but with technique difficulties, repeat correction procedures of Task Request 6-b.

Task Request 8: T holds ball in front of child and says, TOUCH THE BALL.

Evaluation: Did the child touch the ball?

Pass - Reinforce.

No - Say, THIS IS A BALL holding ball in front of the child, then, TOUCH THE BALL. Upon correct response repeat Task Request 8.

Task Request 9: T says to C, THROW THE BALL.

Evaluation: Did the child throw the ball?

Pass - Reinforce and repeat.

No - a) Repeat Task Request 7 and Task Request 8.
b) If the child responds but with technical difficulties, repeat correction procedures of Task Request 6-b.

ADVANCED SKILLS:

1. THROW THE BALL TO (name) throwing ball to another child in the group.
2. Consolidate learning of "hard" and "soft," "up" and "down," "far" and "near" when taught in the language program.
3. Throwing a bean bag at a target as an indoor activity.
4. Throwing the soft ball for distance.
5. Pitching a base ball.
6. Throwing balls of various sizes, e.g., ping pong, tennis, soft ball, etc., into a basket to get concept of using a force relative to the weight of the object.
7. Throwing overhand and underhand.
8. Throwing ball to each other through a hula hoop suspended from the ceiling.

PULLING

OBJECTIVE: To teach the child to respond to verbal command, PULL by pulling a children's wagon in an appropriate manner.

RATIONALE: Basic motor skill for recreative and physical activities. Can be used in activities designed for muscular strength development. Desirable for the learning and performance of self-help activities, e.g., pull on shoes, trousers, socks, etc.

PREREQUISITE SKILLS:

- a. Exposure to imitative activities.
- b. Receptive identification of wagon.
- c. Appropriate response to TOUCH THE (noun).

MATERIALS: A 24"-size children's wagon (or similar piece of apparatus) obtainable from most toy departments.

TEACHING PROCEDURES:

Task Request 1: T takes wagon by handle and pulls it toward herself, taking one or two paces backward and saying to C, DO THIS.

Evaluation: Did the child imitate?
Pass - Reinforce.
No - Repeat demonstration.
No - Repeat and give manual assistance.

Task Request 2: As Task Request 1 and say, DO THIS--PULL.

Evaluation: Did the child pull?
Pass - Reinforce and repeat.
No - Revise Task Request 1 and reintroduce Task Request 2.

Task Request 3: Give handle of wagon to C and say, PULL.

Evaluation: Did the child pull?
Pass - Reinforce and repeat.
No - Revise Task Request 2 and fade out the demonstration.

ADVANCED SKILLS:

1. Generalize pull to larger and smaller object. This can be done to reinforce the learning of most nouns.
2. Can be used in Tug of War games -- group and pairs.
3. With PUSH it can be used in craft classes to teach weaving, sewing, etc. It can also be used to facilitate the learning of self-help skills.
4. Can assist in consolidating the generalization of "hard" when introduced in the language program.

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PUSHING

The same teaching procedures should be followed as were given for the lesson on PULLING. Whenever the word PULL is used, in this lesson PUSH should be substituted. The rationale, materials, and prerequisite skills are similar for both lessons.

ROLLING

OBJECTIVE: To teach the child to roll a ball to the T's verbal command, ROLL THE BALL.

RATIONALE: Basic motor and physical skill. Can be used in many arts and crafts activities such as clay modeling, etc.

PREREQUISITE SKILLS:

- a. Exposure to imitative activities.
- b. Receptive identification of BALL.
- c. Appropriate response to TOUCH THE (noun).

MATERIALS: Small balls (tennis ball size) for therapist and child.

TEACHING PROCEDURES:

Task Request 1: T stands behind child and facing a wall. Both T and C hold a ball. T says, DO THIS and bends at the knees so that the hand holding the ball comes within a couple inches of the floor.

Evaluation: Did the child imitate?
Pass - Reinforce.
No - Repeat request.
No - Assist the child to bend by placing hands behind the child's knees and applying moderately even pressure.

Task Request 2: T says to C, DO THIS bending at the knees and rolling a ball towards a wall which is directly ahead.

Evaluation: Did the child imitate?
Pass - Reinforce and repeat.
No - If fault is failure to bend knees, revise Task Request 1.
No - If fault is failure to release ball, repeat the request and assist manually if necessary.

Task Request 3: As Task Request 2. T says to C, DO THIS--ROLL.

Evaluation: Did the child roll the ball?
Pass - Reinforce and repeat.
No - Revise Task Request 2 and reintroduce Task Request 3.

Task Request 4: T says to C, ROLL and does not demonstrate.

Evaluation: Did the child roll the ball?
Pass - Reinforce and repeat.
No - Repeat Task Request 3 and gradually fade out the demonstration then reintroduce Task Request 4.

Task Request 5: T holds ball in front of child and says, TOUCH THE BALL.

Evaluation: Did the child touch the ball?
Pass - Reinforce.
No - Hold the ball in front of the child's face and say, DO THIS--TOUCH THE BALL and demonstrates. Then reintroduce Task Request 5.

Task Request 6: T says to C, ROLL THE BALL.

Evaluation: Did the child roll the ball?
Pass - Reinforce and repeat.
No - Revise Task Request 5 and Task Request 4 and reintroduce Task Request 6.

ADVANCED SKILLS:

1. Can be used to consolidate the learning of "fast" and "slow," "hard" and "soft," "at the" plus various nouns when introduced into the language program.
2. Rolling clay for free form molding and coil pots.
3. Informal ball rolling at bowling pins on the floor.
4. Child's bowling game with lane and specific starting point, route and stopping point.
5. Rolling pastry in cookie making, etc.
6. Rolling marbles into a series of holes in a table (bogatelle) or into pockets on a pool table.

JUMPING

OBJECTIVE: To teach the child to project himself upward with his legs and break foot contact with the ground to the verbal command, JUMP.

RATIONALE: Basic motor skill that can be used in many recreational and physical education activities.

PREREQUISITE SKILLS:

- a. Normal locomotor ability.
- b. Initial exposure to imitative activities.

MATERIALS: No specific materials required.

TEACHING PROCEDURES:

Task Request 1: T₁ in front of child says, DO THIS, and jumps vertically upward.

Evaluation: Did the child imitate?
Pass - Reinforce and proceed to Task Request 2.
No - Repeat request.
No - Revise general imitative set procedures.
No - T₂ assists child from behind by placing hands under child's arm pits and lifting. Reinforce.

Task Request 2: As Task Request 1. T₁ says, DO THIS--JUMP and demonstrates.

Evaluation: Did the child imitate?
Pass - Reinforce and proceed to Task Request 3.
No - Revise Task Request 1 and then repeat.

Task Request 3: T says JUMP and demonstrates.

Evaluation: Did the child jump?
Pass - Reinforce and proceed to Task Request 4.
No - Revise Task Request 3 and then repeat.

Task Request 4: T₁ says, JUMP but does not demonstrate.

Evaluation: Did the child jump?
Pass - Reinforce and proceed to advanced skills if desired.

- No - Revise Task Request 3 and repeat.
No - T₂ stands behind child and assists as in Task Request 1.

ADVANCED SKILLS:

1. Can be used to solidify concepts of "high," "far," and "over" from language program.
2. When "bar" and "rope" can be identified at receptive level basic high jumping can be introduced, JUMP OVER THE BAR.
3. Jumping for distance (standing broad jump) can be introduced at the same time by placing parallel lines on the floor JUMP OVER LINES.

(Both 2 and 3 can be easily introduced after an initial demonstration.)
4. Cardio-respiratory and lower limb musculature can be developed by having children respond with a series of repetitions to commands JUMP, JUMP, JUMP, etc.
5. Jumping to touch a suspended object can be incorporated with a series of other activities either with the group running around activity room in a circle or as a part of an endurance circuit (circuit training).

CRAWLING

OBJECTIVE: To teach the child to propel himself forward, using his hands and knees as points of contact with the ground on the T's verbal command, CRAWL.

RATIONALE:

- a. A basic motor task that has been incorporated into various perceptual motor programs.
- b. Can be used in various physical education and recreational activities, such as relays crawling through tunnels, obstacle courses, etc.

PREREQUISITE SKILLS:

- a. Exposure to imitative activities.
- b. Completion of the lesson on kneeling.

MATERIALS: No specific materials are required, although it is desirable to have a carpeted floor in the room when you are teaching. Otherwise, it could be taught on a grass area outside.

NOTE: It is desirable that correct cross patterning be shown. However, if after initial guidance in the form of physical assistance by the T, the C does not demonstrate this cross patterning action, excessive time should not be spent on developing it.

TEACHING PROCEDURES:

Task Request 1: T says to C, DO THIS--KNEEL and demonstrates.

Evaluation: Did the C imitate?

- Pass - Reinforce and proceed to Task Request 2.
No - Revise the command at the imitative level simply DO THIS and then reintroduce Task Request 1. Little difficulty should be experienced with this task request if the lesson on kneeling has been mastered adequately.

Task Request 2: T says to C, KNEEL but does not demonstrate.

Evaluation: Did the C kneel to the verbal command?

- Pass - Reinforce.
No - Revise Task Request 1 and reintroduce Task Request 2.

Task Request 3: T kneels opposite to the C and says to the C, DO THIS, leaning forward to put her two hands on the floor and adopting a crawling position.

Evaluation: Did the C imitate?
Pass - Reinforce.
No - Repeat the command and demonstrate and if the C still fails to respond, give physical assistance.

Task Request 4: T kneeling beside the C with hands on the floor as of completion of Task Request 3 says to the C, DO THIS and takes a few paces forward in the crawling position.

Evaluation: Did the C imitate?
Pass - Reinforce and repeat.
No - Repeat the command and demonstration and give physical assistance to the C if he still does not respond. If improper cross-patterning is demonstrated by the C at this point the T should, with an assistant or aide, try to get a cross patterning action. However, as stated previously, excessive attention should not be given to this point.

Task Request 5: T kneels beside the C also in the kneeling position, and says to the C, DO THIS--CRAWL adopting a crawling position and crawling for a few yards across the floor.

Evaluation: Did the C imitate the therapist?
Pass - Reinforce and repeat.
No - Repeat Task Request 4 and reintroduce Task Request 5.

Task Request 6: T should be standing and the C in the kneeling position. T says, CRAWL.

Evaluation: Did the C crawl forward?
Pass - Reinforce and repeat.
No - Revise Task Request 5 and reintroduce Task Request 6 gradually fading out the DO THIS, until the child is simply responding to the command, CRAWL.

Task Request 7: C and T should both be standing. T says to C, SHOW ME CRAWL.

Evaluation: Did the child adopt a crawling position and crawl forward?

Pass - Reinforce and repeat.

No - T should gesture to the C to kneel and then fade out the gestures on future repetitions until the C does respond to the verbal command given to him in the standing position.

ADVANCED SKILLS:

1. Can be used to reinforce the learning of "fast" and "slow" after they have been taught in the language program. Also words such as "around," "through," "under," or "over."
2. Can be used in an obstacle course for activities such as crawling under tables, through a tunnel, or through a box.
3. Various activities can be introduced using collapsible tunnels (Tunnels of Fun) made of a cotton material which is stretched over wire rings. The children can first crawl through the tunnel which is held so that they can see the opening at the other end. As they become more adept, the tunnel can be bent so that the open end cannot be seen from the start.
4. Further attempts can be made to obtain correct cross patterning activities once the responding to the verbal command has been mastered. Crawling is an integral part of many perceptual motor development programs the values of which will not be discussed here.

HOPPING

OBJECTIVE: To teach the C to perform a series of hops on one foot to the T's verbal command, HOP.

RATIONALE:

- a. To develop a basic motor skill which can be used in various recreational and physical educational settings such as hopscotch, dances, relay races, etc.
- b. Assists the improvement of dynamic and static balance.

PREREQUISITE SKILLS:

- a. Exposure to imitative activities.
- b. This activity should not be taught until the child can demonstrate one-foot static balance for a period of at least five seconds.

MATERIALS: No specific materials are required for this activity.

TEACHING PROCEDURES:

Task Request 1: T stands facing the C and assumes a one-foot static balance position, says to C, DO THIS and holds that position for approximately five seconds, as the C also holds that position.

Evaluation: Did the C succeed in holding the static balance position for five seconds?
Pass - Proceed to Task Request 2.
No - Repeat the command a few times and if the C continually fails to hold the balance for five seconds, do not proceed further with this activity.

Task Request 2: T assumes a one-foot balance position and gives one hop on the spot and says to the C, DO THIS.

Evaluation: Did the C imitate the T?
Pass - Reinforce and repeat the activity.
No - Repeat the task request.
No - Give the C physical assistance by lifting him under the arm pits following a demonstration.

Task Request 3: T stands beside the C and says, DO THIS hopping forward three or four hops.

Evaluation: Did the C imitate the T by hopping forward?
Pass - Reinforce and repeat.
No - Revise Task Request 1 and reintroduce Task Request 2 proceeding from one hop then two hops then three hops until four hops are attained.

Task Request 4: T says to C, DO THIS--HOP and demonstrates three or four hops forward.

Evaluation: Did the C respond appropriately by imitating the T?
Pass - Reinforce and repeat.
No - Revise Task Request 3 and reintroduce Task Request 4.

Task Request 5: T says to C, HOP but does not demonstrate.

Evaluation: Did the C hop on the T's verbal command?
Pass - Reinforce and repeat.
No - Revise Task Request 4 fading out the DO THIS until the C is responding to the verbal command HOP without any imitation.

ADVANCED SKILLS:

1. Can be used in group games where the children hop around the room in a group and try to avoid each other or where the children fold their arms and hop and try and make the other children, also hopping, touch the ground with their suspended foot. The child that stays on one foot the longest is the winner in such a game.
2. Can be used in relays where the child has to hop, touch a wall, and back to touch another child. Modifications can be introduced into the sequence of this game. For instance, the child would have to hop around chairs or hop part of the way and run the other part of the way. The latter assumes that "run" has been previously taught.
3. Can be used as an introductory activity in teaching the "western roll" form of high humping.
4. Games like hopscotch can be played.

CLIMBING

OBJECTIVE: To teach the child to climb up the apparatus on the verbal command, CLIMB.

RATIONALE:

- a. A motor activity that can be incorporated into various recreational activities; for instance, climbing stairs in order to slide down a slide, or climbing jungle gyms, trees, and on various forms of outdoor apparatus.
- b. Improves arm-leg coordination.
- c. Assists self-help functioning, climbing up and down stairs, etc.

MATERIALS: A piece of fixed or stationary climbing apparatus is necessary for this activity. Outdoor apparatus, such as a jungle gym or indoor apparatus such as folding tubular steel trestle are probably best. Small ladders can be substituted but care should be taken to make sure that the ladders do have some non-slip material underneath the bottom of them.

TEACHING PROCEDURES:

Task Request 1: It will be assumed in this lesson that an outdoor jungle gym with approximately four or five bars is being used. T and C both facing the jungle gym. T says to C, DO THIS and climbs up two bars of the jungle gym.

Evaluation: Did the C imitate the T?
Pass - Reinforce and repeat.
No - Repeat the demonstration. If the C appears to be afraid of climbing off the ground, physical assistance should be given and reinforcement given each time the child gets up to the first rung. Gradually have the C climb to the second rung. This can be a fairly slow procedure but should not be rushed, otherwise the C may become over afraid of climbing which will handicap further teaching of the activity.

Task Request 2: T stands beside the C facing the jungle gym and says, DO THIS--CLIMB and climbs up two rungs of the jungle gym.

Evaluation: Did C imitate T?

Pass - Reinforce and repeat the activity.

No - Revise Task Request 1 and reintroduce Task Request 2.

Task Request 3: T stands beside C facing the jungle gym and says to the C, CLIMB gesturing towards the jungle gym with her hand.

Evaluation: Did the C climb?

Pass - Reinforce and repeat.

No - Revise Task Request 2 and reintroduce Task Request 3.

ADVANCED SKILLS:

1. The child should be given experience in climbing on various objects such as ladders, stairs, etc., so that the concept of climbing can be generalized.
2. Can be used to reinforce "up" and "down" when they are taught in the language program, "CLIMB UP," "CLIMB DOWN," etc.
3. Later the children can be taught to climb ladders that are placed at various angles, getting more and more acute; climb rope ladders that are fixed at the top but movable at the bottom; climb ropes which are fixed or poles which are fixed, and then climb ropes which are swinging freely. At this point various races can be introduced such as climbing to the top of the rope, etc.

NOTE: Such races should not be introduced on ladders. This could present safety hazards,

SWINGING

OBJECTIVE: To teach the C that to the T's verbal command, SWING, the C grasps a rope, which is suspended one foot in front of him, and supports his weight by his hands while his feet leave the ground, both the C and the rope swinging forward.

RATIONALE:

- a. A basic motor skill necessary for recreational and physical education participation.
- b. When generalized, has application in various recreative situations; for instance, modified golf, soft ball, etc.

MATERIALS: One climbing rope suspended from above; a horizontal line drawn on the floor one foot back from the climbing rope.

TEACHING PROCEDURES:

Task Request 1: T and C stand facing the rope with toes touching a line marked one foot before the rope on the floor. T grasps the rope at about face height and swings forward saying to C, DO THIS.

Evaluation: Did the C imitate the T?
Pass - Reinforce and repeat.
No - If the C fails to grasp the rope, restructure the teaching and teach grasping as the initial task request. Then reintroduce Task Request 1.
No - If the C fails to lift his feet off the ground, give physical assistance and repeat until the C does break contact between the ground and his feet.

Task Request 2: T says to C, DO THIS--SWING.

Evaluation: Did the C imitate the T?
Pass - Reinforce and repeat.
No - Revise Task Request 1 and reintroduce Task Request 2.

Task Request 3: T says to C, SWING.

Evaluation: Did the C swing?
Pass - Reinforce and repeat.
No - Revise Task Request 2 and fade out the demonstration reintroducing Task Request 3.

ADVANCED SKILLS:

1. Swinging can be generalized to many other situations: swinging from rings, swinging on play swings, swinging in a circular direction, swinging various parts of the body, for instance swinging legs.
2. Swinging can also be generalized to the swinging of objects rather than the swinging of oneself. Swinging a bat, swinging a golf club, swinging a tennis racket, swinging a table tennis paddle.
3. Concepts of "big" and "little," when they are introduced in the language program can be reinforced: SHOW ME A BIG SWING, SHOW ME A LITTLE SWING.
4. Swing can be introduced as a rhythmical activity, swinging parts of the body in time with music: swinging to a drum beat, swinging the arms to the beat of a drum.
5. Partner strength activities can be played, where you pick up your partner and swing him, or her, around.

SQUATTING

OBJECTIVE: To teach the child that upon the verbal command, SQUAT, he lowers his body height by flexing his knees and assuming a squatting position, maintaining balance on the balls of the feet.

RATIONALE:

- a. Has carry-over value for teaching other recreational activities such as leap frog, tumbling, songs, and relays, etc.
- b. Can be used in activities which have as their primary purpose the exploration of space.
- c. Can be used to assist in the teaching of early toileting skills in self-help.

PREREQUISITE SKILLS: Exposure to imitative activities.

MATERIALS: No specific materials are required for this task.

TEACHING PROCEDURES:

NOTE: The balance of young, Down's Syndrome children has been shown to be particularly poor. If the child cannot maintain his balance in a squatting position without some form of assistance he should do it facing a chair, and be allowed to hold the chair, as he assumes the squatting position. Procedures for this lesson will be given as if no support were necessary. However, the lesson can be taught by substituting the support in each task request situation.

Task Request 1: T faces the C and assumes a squatting position placing her hands on her knees as she says, DO THIS.

Evaluation: Did the C imitate the T?
Pass - Reinforce and repeat.
No - Repeat the demonstration and task request.
No - Give physical assistance to the C by applying pressure behind his knees and pressing down on the shoulders.

Task Request 2: T says to the C, DO THIS--SQUAT.

Evaluation: Did the C imitate the T and assume a squatting position?
Pass - Reinforce and repeat.
No - Repeat Task Request 1 and reintroduce Task Request 2.

Task Request 3: T says to C, SQUAT but does not demonstrate.

Evaluation: Did the C assume the squatting position?

Pass - Reinforce and repeat.

No - Revise Task Request 2 and gradually fade out the imitation, reintroducing Task Request 3.

ADVANCED SKILLS:

1. Can be used as a leg strengthening activity when combined with the word "jump" in producing "bunny" jump sequences. The child squats and jumps as a bunny rabbit would. Similarly can be used to imitate animals.
2. Once the "bunny" jump activity has been learned this can be used in relay races over short distances.
3. A little game can be played where the children are in a circle. The ball is thrown to one of the children who will have to catch it. When it is caught, squat, return it to the T in the middle of the circle, and then stand up again. This reinforces the learning of "catch" and also the learning of "squat."
4. Can be used as an introductory dance activity. Also can be used to reinforce the learning of "fast" and "slow," after they have been taught in the language program, by asking the child to "squat fast" and "squat slowly."
5. A relay race could be played where a child takes a ball to another child and squats down in line. Many similar games could be devised along this line using the word "squat."
6. Can be used in action songs.
7. Can be used to begin to teach leap frog and also as a preliminary activity to learning a forward somersault.

CATCHING

OBJECTIVE: To teach the C to secure and hold a ball which is slowly thrown to him by the T from a distance of about six feet in response to the T's verbal command, CATCH THE BALL.

NOTE: This is essentially an activity in which ability is developmentally controlled. It would appear futile to attempt to teach this activity to Down's Syndrome children below the age of five years old. The activity should be introduced when there is evidence that sufficient hand-eye coordination is developed to allow the C to catch balls with minimal difficulty when they are bounced or when they are rolled to him. Otherwise the skill of catching will not be mastered and this activity could prove to be frustrating to the C.

RATIONALE:

- a. Catching is a basic motor skill which is essential for preparation in many recreational activities such as soft ball, cage ball, relays, object handling activities, etc.
- b. To assist in the development and improvement of eye-hand coordination.

PREREQUISITE SKILLS:

- a. Attainment of the desired developmental level of hand-eye coordination as indicated in the introduction of this lesson.
- b. Ability to identify a ball by touching or pointing on the verbal command, SHOW ME THE BALL.

MATERIALS: A large soft ball or soccer ball and two therapists.

TEACHING PROCEDURES:

Task Request 1: T₁ stands about four feet away from T₂. T₂ is holding a volley ball. T₁ says to T₂, DO THIS and as T₂ throws the volley ball to T₁, T₁ catches the ball. T₂ reinforces T₁ then the C replaces T₁. T₂ says to C, DO IT and throws the ball slowly.

Evaluation: Did the C catch the ball or attempt to catch the ball?
Pass - If the child caught the ball, reinforce strongly.
Pass - If the C attempts to catch the ball, reinforce but not excessively. Repeat until such a time as the child catches the ball then give the extra reinforcement.

- No - Repeat the demonstration and reintroduce the task request.
- No - Move closer to the C (within two feet) and throw the ball to C again.
- No - T₁ should stand behind the C and hold his wrists so that he catches the ball as T₂ throws it. At this point, reinforce the C strongly.

Task Request 2: T₂ stands opposite T₁. T hold the volley ball. T₂ says to the C, DO THIS--CATCH as T₁ throws the ball slowly from a distance of about six feet to T₂. The C then replaced T₁, T₂ throws the ball slowly to the C and says, DO IT.

Evaluation: Did the C catch or attempt to catch the ball?
 Pass - Reinforce as in Task Request 1.
 No - Revise Task Request 1 and reintroduce Task Request 2.

Task Request 3: T says to the C, SHOW ME THE BALL.

Evaluation: Did the C indicate by pointing or touching that he recognized a ball?
 Pass - Reinforce and move to next task request.
 No - Say to C, THIS IS A BALL and repeat the task request SHOW ME A BALL.

NOTE: This is a prerequisite skill and should not be difficult to master.

Task Request 4: T₁ stands facing T₂ as in Task Request 1 and 2. As the ball is thrown to T₂ by T₁, T₂ says, DO THIS--CATCH THE BALL. The C then replaces T₁ and has the ball thrown to him by T₂ who says, DO IT as she throws.

Evaluation: Did the C catch or attempt to catch the ball?
 Pass - Reinforce and repeat, T₁ saying, CATCH THE BALL on each repetition.
 No - Revise Task Request 2 and 3 and reintroduce Task Request 4.

Task Request 5: Only one T is required from this point onward. T stands facing the C and says to C, CATCH THE BALL throwing the ball from a distance of about four feet.

Evaluation: Did the child catch or attempt to catch the ball?
Pass - Reinforce and repeat.
No - Repeat Task Request 4 and then reintroduce Task Request 5.

ADVANCED SKILLS:

1. Can be used to reinforce the teaching of concepts such as "hard" and "soft," "far," "near," "there," and "at the (noun)," etc., when they are introduced into a language program.
2. Catching a ball, and throwing a ball, can be combined into outside group games, picnics, etc.
3. The concept of "catch" can be extended to mean touch another person and many small catching games such as chain tag, etc., can then be played.
4. A modified volley ball can be introduced (Newcom). The child catches the ball as it is thrown over the net. This can be combined with the word "throw" and a group game can be played. It is advisable that for young children a smaller court than normal as well as a lower net be used.
5. Once bounce has been learned, the C can be taught to bounce a ball onto a wall and then catch it as it comes off.
6. A game of Catch As Catch Can can be played with two children about six feet apart. One holds a ball in a can which is held in the hand and throws it to another child saying, (name), CATCH. The other child, also holding a can, tries to catch the ball in his own can.
7. Catching can be extended to a wider domain using progressively smaller balls and throwing the ball to be caught in various positions, For instance, above the head, to one side, to the right, to the left, bounce passes, etc. This should improve general hand-eye coordination.

KNEELING

OBJECTIVE: To teach the C that upon the T's verbal command, KNEEL he kneels on the floor keeping his body erect.

RATIONALE:

- a. Facilitates the learning of other physical education skills such as crawling.
- b. A useful self-help activity for vocational rehabilitation in activities such as kneeling to polish floors and furniture, etc.
- c. A social skill necessary for participation in the worship rites of many Christian and other churches.

PREREQUISITE SKILLS: Exposure to imitative activities.

MATERIALS: No specific materials are required for this task. It is advisable that this activity be done on a carpeted floor or that cushions be provided for the C to kneel on which will help to reduce the aversive affects of kneeling on a hard floor.

TEACHING PROCEDURES:

Task Request 1: T kneels down on one knee, in a genuflecting position, in front of the C and says, DO THIS.

Evaluation: Did the C imitate by kneeling on one knee?
Pass - Reinforce.
No - Repeat the demonstration and command. If the C still fails to respond, give physical assistance.

Task Request 2: T kneels on one knee facing the C who is also kneeling on one knee. The T then puts her other knee on the floor, in a full kneeling position and says, DO THIS.

Evaluation: Did the C imitate by putting his other knee on the floor?
Pass - Reinforce.
No - Repeat the demonstration and verbal command. If the C still fails to respond, T gives physical assistance.

NOTE: At this point both Task Request 1 and 2 should be repeated.

Task Request 3: T faces the C in a standing position and says to the C, DO THIS and kneels down, kneeling first on one and then the other knee.

Evaluation: Did the C kneel down in imitation of the T?
Pass - Reinforce and repeat.
No - Revise Task Request 1 and 2 and then reintroduce Task Request 3.

Task Request 4: T says to C, DO THIS--KNEEL and then demonstrates.

Evaluation: Did the C imitate?
Pass - Reinforce and repeat.
No - Revise Task Request 3 and reintroduce Task Request 4.

Task Request 5: T stands in front of the C and says, KNEEL.

Evaluation: Did the C kneel to the verbal command?
Pass - Reinforce and repeat.
No - Revise Task Request 4 and slowly fade out the imitation reintroducing Task Request 5.

ADVANCED SKILLS:

1. Can be used in simple games like Simon Says.
2. Can be used in conjunction with other short verbal statements such as STAND UP, KNEEL DOWN, SIT DOWN, TURN AROUND, etc., to reinforce the learning of these body perception activities.

HITTING

OBJECTIVE: To teach the C that upon the verbal command, HIT THE BALL he strikes a suspended ball with his hand.

RATIONALE:

- a. Basic motor activity with carry-over value in many recreational activities such as soft ball, volley ball, baseball, miniature golf, etc.
- b. Can be used in self-help activities in a negative sense. DO NOT HIT.

PREREQUISITE SKILLS: C can identify a ball, by pointing or touching, to the verbal command, SHOW ME THE BALL.

MATERIALS: One small, air-flow type ball about the size of a tennis ball suspended on a string from a door or from the ceiling. Other objects, such as a balloon or an inflatable center of a football, which would not hurt the C's hand with repeated hitting, could be used instead of an air-flow ball.

TEACHING PROCEDURES:

Task Request 1: T says to C, DO THIS and hits the ball with her hand.

Evaluation: Did the C hit the ball?
Pass - Reinforce.
No - Repeat the task request and demonstration.
No - Assist the C by taking his hand and saying, DO THIS at the same time hitting the ball with it; then reintroduce the first task request.

Task Request 2: T says to C, DO THIS--HIT and demonstrates.

Evaluation: Did the C imitate by hitting the ball?
Pass - Reinforce and repeat.
No - Repeat Task Request 1 and reintroduce Task Request 2.

Task Request 3: T says to C, SHOW ME THE BALL.

Evaluation: Did the C indicate that he could identify "ball" by either pointing or touching the suspended ball?

Pass - Reinforce and proceed to next task request.
No - T says to C, THIS IS A BALL pointing to the ball, then, SHOW ME THE BALL.

NOTE; An ability to identify a ball is a prerequisite skill for this lesson; therefore, problems at this point are not envisaged.

Task Request 4: T says to C, DO THIS--HIT THE BALL and then demonstrates.

Evaluation: Did the C hit the ball with his hand?
Pass - Reinforce and repeat.
No - Revise Task Request 2 and 3 and then repeat Task Request 4.

Task Request 5: T says to C, HIT THE BALL and does not demonstrate.

Evaluation: Did the C hit the ball on the verbal command?
Pass - Reinforce and repeat.
No - Revise Task Request 4 and reintroduce Task Request 5 gradually fading out the demonstration.

ADVANCED SKILLS:

1. Can be used by the children in small games such as volley ball with a balloon, or in hitting balloons to each other.
2. Can be used in group games, or in games where one child hits a ball suspended on a string and then the other C hits the ball back again.
3. When the word "hit" is combined with the word "run" soft-ball can be introduced as a group game.
4. The word can be generalized to hitting with clubs, rackets, bats, etc.
5. When the words "hard" and "soft" are introduced in the language program, they can be combined with "hit" to reinforce their learning, HIT HARD, HIT SOFT.
6. Can be used as a specific direction with the word "roll" for bowling activities: ROLL THE BALL--HIT THE PINS.

RUNNING

OBJECTIVE: To teach the C that when the T says, RUN the C breaks from a walking gait into a running gait. Evidence of this change can be inferred from differences in speed of locomotion.

NOTE OF CAUTION: Down's Syndrome children characteristically have a higher proportion of cardiac defects than do normal children. Before any extended teaching is attempted, the T should get a medical opinion as to the advisability of the activity for the C.

RATIONALE:

- a. Basic motor skill necessary for participation in many physical and recreational activities.
- b. Can aid in cardio-respiratory development, which is of importance to Down's Syndrome children.
- c. Can assist in self-help activities, insofar as appropriate places to run and walk, both inside and outside, can be delineated.

PREREQUISITE SKILLS: Child should have completed the previous lesson on Walk.

MATERIALS: No specific materials are necessary for this lesson.

TEACHING PROCEDURES:

Task Request 1: T hold C by the hand and begins walking in a circle around the room. At some point, T says to C, DO THIS and begins to run forward, pulling the C to a certain extent by the hand.

Evaluation: Did the C imitate by running?

Pass - Reinforce.

No - If the C just walked faster and did not break into a run, the activity should be repeated and the T should pull a little harder on the child. This will make it necessary for the child to break into a run to keep up.

No - If the child still does not respond appropriately have a T on each side of the child so that each of the child's hands are being held and then both Ts run holding the C's hands. This will ensure that the C has to move much more quickly to maintain his balance. In this way a running action should be obtained.

Task Request 2: T walks around holding C's hand and says, DO THIS--RUN breaking into a run herself.

Evaluation: Did the C break into a running gait?
Pass - Reinforce and repeat.
No - Repeat Task Request 1 and then reintroduce Task Request 2.

Task Request 3: T and C walk around the room. T does not hold C's hand but says to the C, DO THIS--RUN and gives a demonstration.

Evaluation: Did the C break into a run?
Pass - Reinforce.
No - Repeat Task Request 2 and then reintroduce Task Request 3.

Task Request 4: T says to the C, WALK AROUND THE ROOM and then, when the C is walking appropriately, T says, RUN.

Evaluation: Did the C break into a run?
Pass - Reinforce and repeat a few times.
No - Repeat Task Request 3 and reintroduce Task Request 4.

Task Request 5: T says to C, WALK, then RUN, then WALK, then RUN.

Evaluation: Did the C alter cadence in accordance with the verbal command?
Pass - Reinforce and repeat.
No - Reintroduce Task Request 4 then repeat Task Request 5.

ADVANCED SKILLS:

1. This can be used as an interval running activity on a running track. The T says, RUN, then WALK, then RUN, then WALK gradually increasing the distances that the children run.
2. When the words "fast" and "slow" have been introduced into the language program, then they can be reinforced in the recreational setting by pairing them with "run," i.e., RUN FAST, RUN SLOW.
3. A series of games and activities which utilize running now follows. Some of these activities require further prerequisite skills, others can be introduced immediately.

Cat and Rat

Arrange the players in a circle. Select one player to be the cat (IT) and another to be the rat. The cat and rat should be placed on opposite sides of the circle. At a given signal, run, the cat chases the rat. The rat may run through any of the openings between the players, into the circle and run out again, but the cat is not allowed to enter the circle. the game continues until the rat is caught by the cat. Two new players are then chosen and the game continues.

Command catch or touch can also be used in this game.

Drop the Handkerchief

Arrange players in a circle facing center. Choose a person to be IT. He walks around the outside of the circle and drops the knotted handkerchief behind another player. This player picks up the handkerchief and chases the other player around outside of circle. Player dropping handkerchief tries to run around circle to place where other player formerly stood without being caught. If he does so, other individual (the chaser) becomes IT. If not, the original player with the handkerchief remains IT.

Free Running

Keep the students moving around and over the gym floor, running at various speeds and in various directions.

1. Running imitations - animals, cars, trains.
2. Run quietly - forces child to run on his toes and lengthen his stride.
3. Suddenly speed up or slow down.
4. Change directions.
5. Around and Down. Circle with legs out in front. One at a time they run around the circle then sit and tap the next person. When all have gone all stand up and circle once to positions.

Musical Bean Bags

This is played the same way as musical chairs but with bean bags to sit on rather than chairs and with the class running rather than walking.

Circle Tag

Tagger walks around the outside of a circle formed by the other children. He touches someone and then tries to circle back to that spot before the person can tag him.

Topsy Turvy

The players start running around the gymnasium. Each time the whistle blows they must change direction.

Scat

One player runs around the gym by himself while the rest of the class stand holding hands in groups of two or three. When the teacher shouts "scat" the players let go of each other's hands and everyone runs. The teacher then signals for everyone to find a partner by saying "stop." The player who does not find a partner must start running by himself and the procedure is repeated. The players should be encouraged to find a different partner each time.

HANGING

OBJECTIVE: To teach the C that when the T gives the verbal command, HANG the C moves his feet forward and extends his arms so that he is hanging from the bar by his hands with his heels still on the floor. (See Figure 5, a and b)

RATIONALE:

- a. Development of basic motor skills needed for participation in activities on movement gymnastic apparatus.
- b. Increases arm and shoulder girdle strength.
- c. Can be generalized to self-help activities such as hanging up clothes, towels, pictures, and various other objects.

PREREQUISITE SKILLS: The child should have sufficient strength to be able to support his body when he is hanging. This can be judged by watching the child pull, having the child hang on to your hand in a free play situation, or in some other similar situation. If the child is obviously lacking in grip strength this activity should not be repeated.

MATERIALS: One chinning bar. These can be purchased from Sears and Roebuck at a cost of approximately \$9.00 each, and they fit across doorways. Any similar piece of gymnastic equipment that is strong enough to support the weight of a child hanging from it can be substituted.

TEACHING PROCEDURES:

Task Request 1: T and C both stand facing the bar which is about the C's chin height. T says to C, DO THIS and grasps the bar with her hands. Hands should be about shoulder width apart.

Evaluation: Did the C imitate?
Pass - Reinforce and repeat.
No - Repeat the task request if the C still fails to imitate. Take the C's hands and place them on the bar and reinforce; then repeat the task request again.

Task Request 2: T and C should be in the same position but holding the bar. T says to C, DO THIS and moves her heels forward and under the bar so that she is suspended by her hands with her heels still on the floor. (See Figure 5b.)

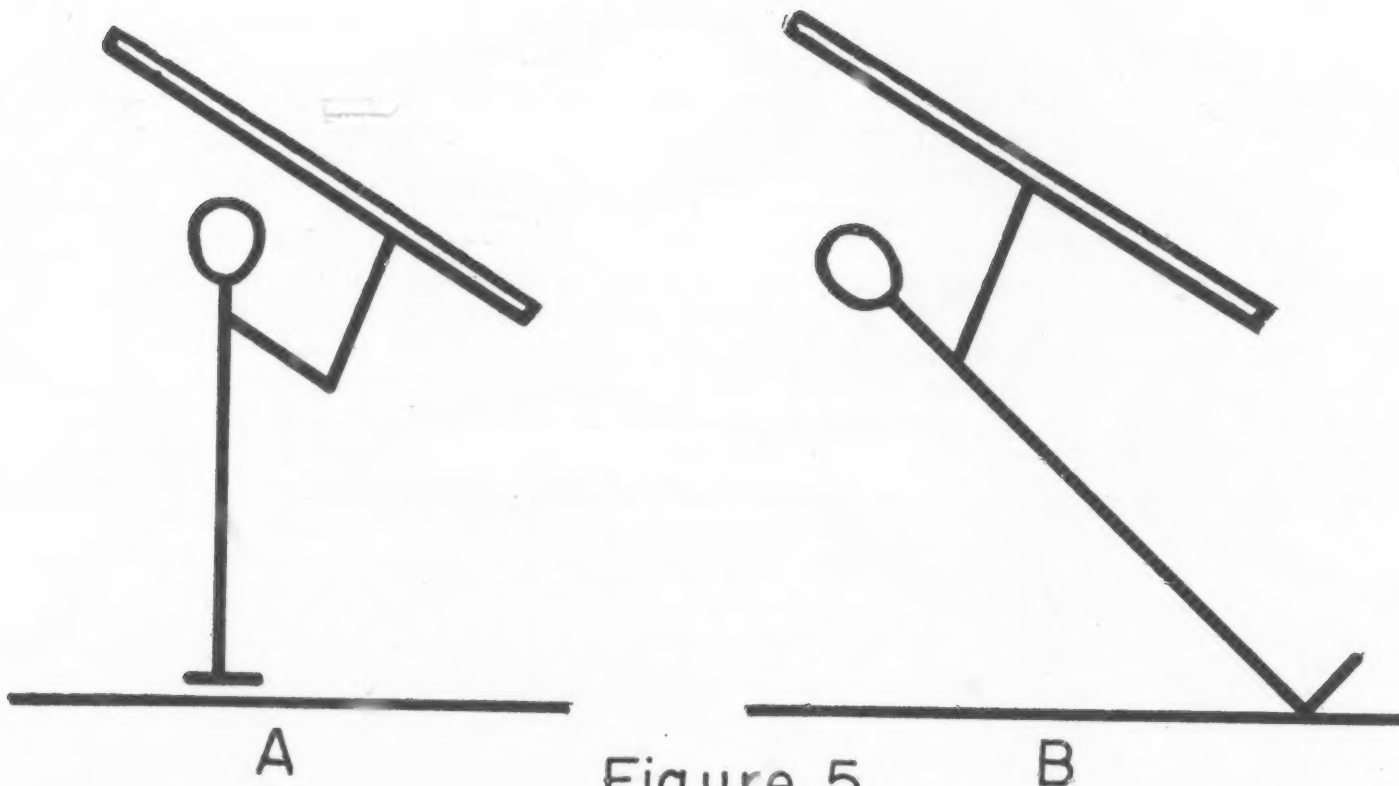


ILLUSTRATION OF CHILD MEETING
OBJECTIVE FOR HANGING.

Evaluation: Did the C imitate?

Pass - Reinforce and repeat the activity.

No - Manually assist the C by moving his feet forward and supporting him with your hand under the center of the child's back, as you repeat the task request.

Task Request 3: T and C stand facing the bar grasping the bar. T says to C, DO THIS--HANG and demonstrates.

Evaluation: Did the C imitate the T?

Pass - Reinforce and repeat the activity.

No - Repeat the Task Request 2 and then reintroduce Task Request 3.

Task Request 4: T and C facing but not holding the bar, T says to C, DO THIS--HANG grasps the bar, and then moves forward to the hanging position.

Evaluation: Did C grasp the bar and move into a hanging position?

Pass - Reinforce and repeat.

No - If the C did not grasp the bar properly, repeat the task request and emphasize the grasping in your demonstration. Similarly, if the fault was that the C did not move his feet forward, again repeat the task request and emphasize the moving forward of the feet.

Task Request 5: T says to C, HANG.

Evaluation: Did the C hang from the bar?

Pass - Reinforce and repeat a few times.

No - Repeat Task Request 4 and reintroduce Task Request 5.

ADVANCED SKILLS:

1. Hanging can be generalized to other objects such as outdoor play apparatus, ropes, ribbons, Christmas decorations, etc.
2. When it is generalized, it can be used in self-help activities such as hanging up towels, clothes, etc.
3. As a fitness activity it can be combined with PULL to let the child do pull-ups on a bar: HANG, PULL, DOWN, etc. In this way arm and shoulder girdle strength can be developed.

WALKING ON A BALANCE BEAM

OBJECTIVE: To teach the child to walk on a balance beam to the teacher's verbal command, WALK ON THE BALANCE BEAM.

RATIONALE: Down's Syndrome children are known to have poor balance. This activity is designed to improve this specific dynamic aspect of balance. The skill can be used in other recreational and physical education activities.

PREREQUISITE SKILLS:

- a. Child responds correctly to the verbal command, WALK.
- b. Child identifies the balance beam to the verbal command, TOUCH THE BALANCE BEAM.

MATERIALS: One balance beam. This can be constructed as follows: To a 10-foot strip of good quality pine 4" x 4" timber, attach two 8" square and 1" thick end supports. (See Figures 6, 7.) Along the length of this, attach four 10-foot strips of wood of the following dimensions: a) 1" x 6", b) 1" x 4", c) 1" x 2", d) 1" x 2". These should be attached to the 10 foot 4" x 4" strip as shown in Figure 6. This then gives four balance sides: a) 6" wide, b) 5" wide, c) 3" wide, and d) 2" wide.

TEACHING PROCEDURES:

Task Request 1: Place the balance beam so that the 6" wide side is uppermost. Therapist stands on the beam and says to C, DO THIS and walks down the beam. Then she holds C's hand and says, DO IT.

Evaluation: Did the child walk down the beam on the verbal command?
Pass - Reinforce.
No - Repeat the verbal command and repeat the demonstration.

Task Request 2: As Task Request 1 only the T helps the C onto the beam but does not continue to hold the C's hand as the C walks.

Evaluation: Did the C walk down the beam to the verbal command?
Pass - Reinforce and go on to the next task request.
No - Apply the correction procedure for Task Request 1.

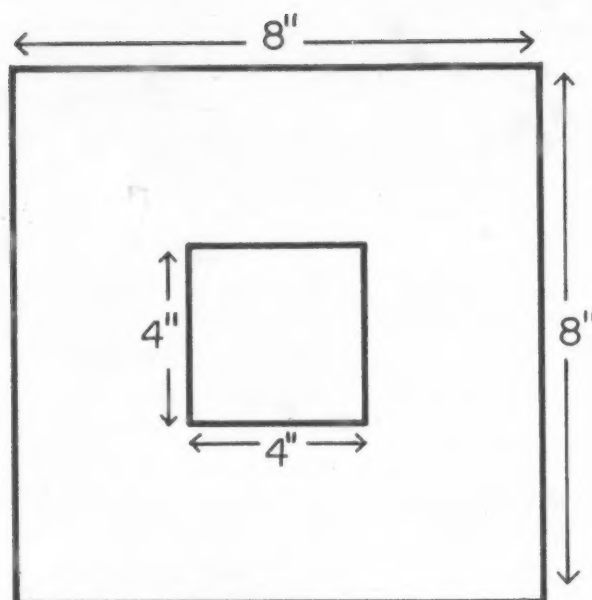


Figure 6.

MATERIALS FOR CONSTRUCTING
BALANCE BEAM. (A)

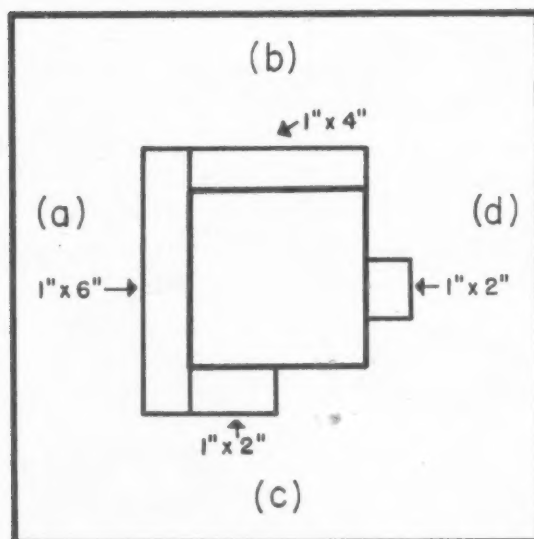


Figure 7.

MATERIALS FOR CONSTRUCTING
BALANCE BEAM. (B)

Task Request 3: T says to the C, DO THIS--WALK and demonstrates.

Evaluation: Did the C walk the balance beam to the verbal command?
Pass - Reinforce and repeat.
No - Repeat Task Request 2 and upon successful completion reintroduce Task Request 3.

Task Request 4: T says to C, WALK.

Evaluation: Did the C walk on the balance beam to the verbal command?
Pass - Reinforce and repeat.
No - Repeat Task Request 3 and then reintroduce Task Request 4.

Task Request 5: T says to the child, TOUCH THE BALANCE BEAM.

Evaluation: Did the C touch the beam to the verbal command?
Pass - Reinforce and proceed to the next task request.
No - T says THIS IS A BALANCE BEAM, and touches the balance beam; then she repeats the command. Repeat this a few times until the child is identifying the balance beam. (The C should be able to identify the balance beam prior to the commencement of the lesson and this task request is really only a revision so minimal correction should be necessary.)

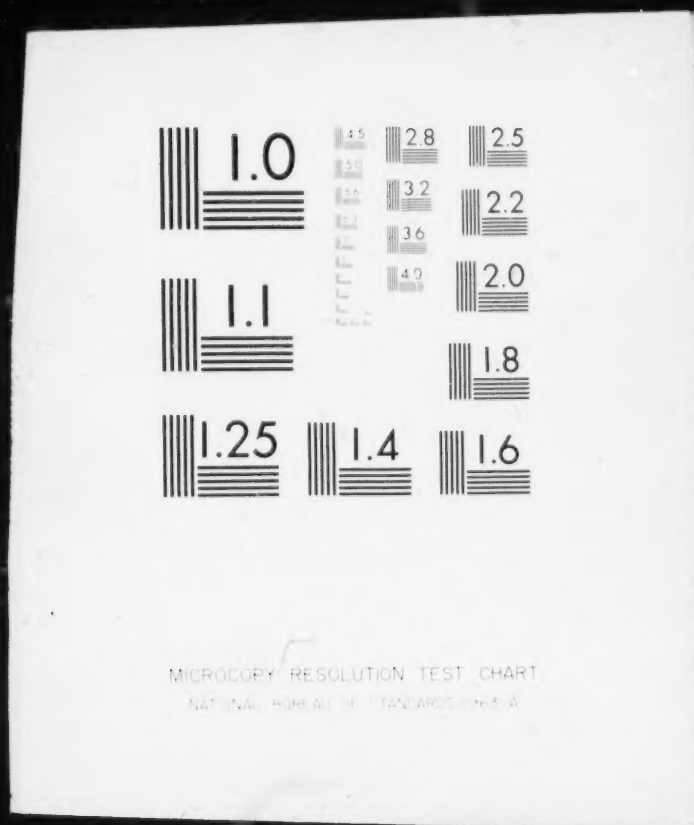
Task Request 6: T says to C, WALK ON THE BALANCE BEAM.

Evaluation: Did the C walk to the verbal command?
Pass - Reinforce and repeat.
No - Repeat Task Request 4, then Task Request 5 and reintroduce Task Request 6.

ADVANCED SKILLS:

1. The beam can be rotated so that the balance side gets progressively narrower -- 5", then 3", then 2".
2. Children can be asked to carry plastic glasses (or glasses that will not splinter should the child fall) of water down the beam as they walk. They could also balance books on their head or similar activities.
3. The balance beam can be introduced as part of a circuit for circuit training; or as a part of relays and other activities.
4. Balancing on the beam can be used to reinforce "forward" and "backward" after they have been taught in the language program. "Sideways" could similarly be taught.

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RHYTHM

The rhythm area was designed to provide a basis for later musical activities of a more complicated nature. Direct teaching of activities which involved keeping time to music was initially attempted. These activities proved frustrating for the children and have consequently been eliminated from this curriculum. It would seem that, as a class activity, the following of musical rhythms, by having the children either clap or march to them, could be more profitably introduced to children who are slightly older than those that this curriculum is designed to serve.

Here we have selected what we consider to be four key attributes of rhythm "readiness" and designed lessons to teach these attributes. When the key words are mastered, by the children, it should be possible to form small percussion instrument groups (drum, tambourine, triangle, etc.) that the children can take part in. The words can also be utilized later to orient the children's attention to various aspects of music when rhythmical responding is finally introduced into their program.

The potential for integration of these words into speech correction activities is great. Saying words loudly or softly, and talking fast or slowly would appear to be basic to that area. Similarly, the many uses of these words in self-help and classroom situations are obvious.

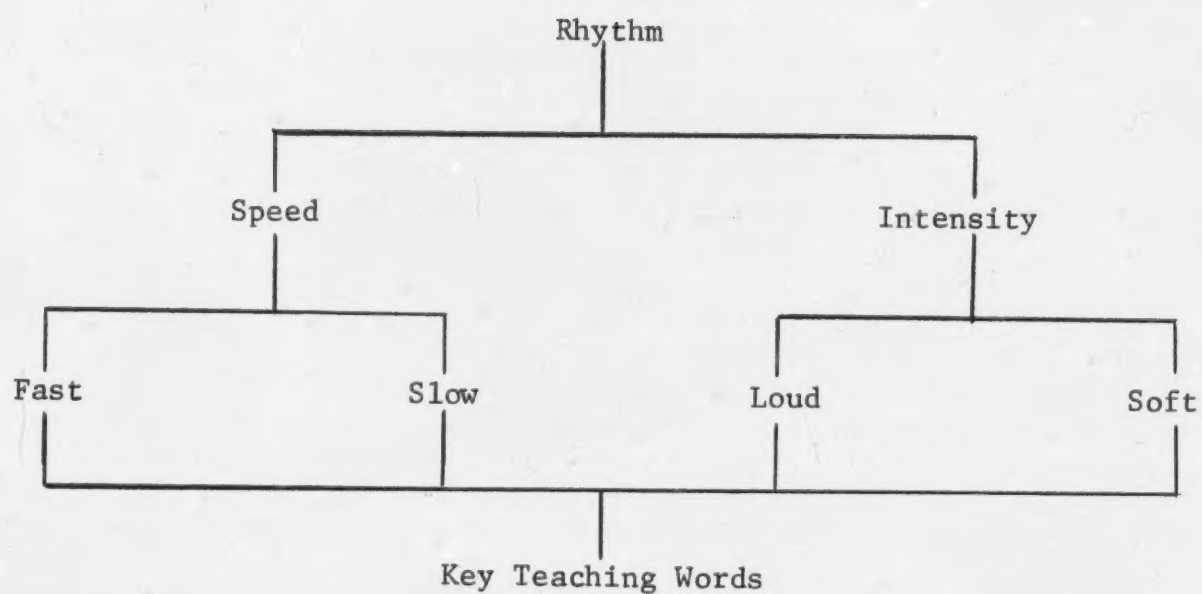


FIGURE 8. Schematic representation of rhythm activities.

MUSIC I

Stop and Go

OBJECTIVE:

- a. To teach a child to respond appropriately by hitting, or ceasing to hit a hoop with a stick on the verbal command GO and STOP.
- b. To teach a child to discriminate between when the command is given to him and when the command is given to someone else.

RATIONALE:

- a. To consolidate and generalize the learning of the correct response to the words STOP and GO.
- b. Recreational activity necessary for the development of further group rhythmical skills.
- c. To generalize responding to the word HIT.

PREREQUISITE SKILLS:

- a. Prior exposure to the words STOP and GO in the language program.
- b. Prior teaching of appropriate responding to the verbal stimulus HIT in other situations.
- c. Correct response to the word EVERYBODY.

MATERIALS:

- a. Chair for each child arranged in a circle
- b. One hula hoop (plastic or similar).
- c. One stick per child plus one stick for the therapist.

TEACHING PROCEDURES:

Task Request 1: T says to C, DO THIS--HIT. T gives demonstration hitting the hoop with her stick.

Evaluation: Did the child imitate by hitting the hoop when the T asked for it?
Pass - Reinforce.
No - Repeat the request.
No - Repeat the request giving physical assistance.

Task Request 2: T says to C, HIT and fades out demonstration.

Evaluation: Did the C hit the hoop?
Pass - Reinforce and repeat.
No - Revise previous stage and reintroduce Task Request 2.

Task Request 3: T puts her arm on C's arm containing the stick and says to C, (name), HIT--GO, and releases the child's arm on the command, GO.

Evaluation: Did the child hit the hoop on the verbal command?
Pass - Reinforce and repeat.
No - Give physical assistance on the command GO and then reintroduce Task Request 3.

Task Request 4: T says to C, GO, and indicates with a gesture that the C is to hit the hoop.

Evaluation: Did the C respond on the word GO?
Pass - Reinforce and repeat.
No - Revise Task Request 3 and then reintroduce Task Request 4.
No - If the child hit the hoop before he was given the command GO, ignore this response, reinforce the children in the group, when they respond appropriately to the word GO.
No - Reintroduce Task Request 3 assisting the child, then move down to Task Request 4 again.

Task Request 5: T says to C, GO and continues to hit the hoop with the child; then says to C, DO THIS--STOP, stopping hitting and gesturing by opening both arms widely.

Evaluation: Did the C stop hitting on T's command?
Pass - Reinforce and repeat.
No - Repeat the task and assist the C to stop by lifting the hand holding the stick.

Task Request 6: T says to C, GO, without any demonstration. As the child continues to hit, she says, STOP!

Evaluation: Did the child GO and STOP on the verbal commands?
Pass - Reinforce and repeat.
No - Repeat Task Request 5 gradually fading out the DO THIS and reintroduce Task Request 6.

NOTE: The above procedures can all be taught in the group situation or individually.

Task Request 7: T says to C, GO! then (name), STOP! to the next subject GO! then (name), STOP! then to the next C, GO! then (name), STOP!

Evaluation: Did the C stop to the verbal command?

Pass - Reinforce.

No - Repeat Task Request 6 for those children who failed to stop. Then reintroduce Task Request 7.

Task Request 8: T says to group, EVERYBODY, STAND!

Evaluation: Did all subjects stand up?

Pass - Reinforce those Cs who did stand.

No - Repeat the command, EVERYBODY, STAND looking at the Cs who did not stand and when they do stand, reinforce. If they failed to stand eventually, say, EVERYBODY, STAND and assist the child to stand.

Repeat this task request in various forms using the word EVERYBODY with other actions that the children should have had prior exposure to. For instance, EVERYBODY SIT, EVERYBODY CLAP, EVERYBODY JUMP until all in the group are responding to the word EVERYBODY.

Task Request 9: T says to group, EVERYBODY GO! and as the children are hitting, EVERYBODY STOP.

Evaluation: Did all the children stop?

Pass - Reinforce the entire group and repeat.

No - Reinforce those children who did respond, and repeat the request to the group as a whole.

No - Repeat the request to the group and look at the child who has difficulty, and on the command EVERYBODY, STOP, T should open arms widely to indicate to the child the necessity of stopping.

ADVANCED SKILLS:

1. This can be used to reinforce the concepts of LOUD and SOFT, FAST and SLOW, etc., as they are taught in the language program.
2. This can also be used as a method of making the child familiar with the idea that one beats the hoop while the music is on, and stops when the music stops, by pairing the commands, EVERYBODY GO and EVERYBODY STOP and making them congruent with music starting on a record player. There is no need at this stage for the child to actually keep to the music's rhythm. This activity leads into the other activities in the music series.

MUSIC II

Loud and Soft

OBJECTIVE: To teach the child to respond by hitting a drum gently or loudly, on the verbal command, HIT THE DRUM LOUD, GO: LOUD--SOFT--LOUD--SOFT--STOP.

RATIONALE:

- a. A progression for Music I.
- b. Consolidate and generalize the concept of softness and loudness after it has been introduced in the language program.
- c. To give a base for more complex control in playing simple musical instruments.

PREREQUISITE SKILLS:

- a. Successful completion of Music I.
- b. Responds appropriately to the verbal command, HIT THE DRUM.
- c. Responds appropriately to the verbal command, SAY SOMETHING SOFT.
- d. Responds appropriately to the verbal command, SAY SOMETHING LOUD.

MATERIALS: Small drums or coffee cans or something similar for each child and the therapist. One stick per person for hitting the drum.

TEACHING PROCEDURES:

Task Request 1: T says to the C, SAY SOMETHING LOUD.

Evaluation: Did the child appear to respond with a loud noise?
Pass - Reinforce.
No - Repeat the command giving a verbal cue by increasing your own voice on the word "loud," then reintroduce the sentence at normal voice level.

Task Request 2: T says to C, SAY SOMETHING SOFT.

Evaluation: Correction procedures as for Task Request 1.

Task Request 3: T says to C, SAY SOMETHING LOUD and upon correct response from the child, HIT THE DRUM LOUD--GO.

Evaluation: Did the child hit the drum loudly?
Pass - Reinforce and repeat.
No - Repeat the statement using your voice to cue the child as in Task Request 1 and also, if necessary, assist the child physically by helping him to hit the drum loudly.

Task Request 4: T says to C, SAY SOMETHING SOFT. Then, when the child makes the appropriate verbal response, HIT THE DRUM SOFT--GO.

Evaluation: Reinforcement and correction procedures as in Task Request 3.

Task Request 5: T should alternate the second half of Task Request 3 and 4 that are the commands, HIT THE DRUM LOUD or SOFT, a number of times, until the children are quite familiar and are responding appropriately to each command.

Evaluation: Does the child respond appropriately to the verbal command?
Pass - Reinforce and repeat.
No - Use verbal cues for each word and gradually fade the verbal cues to the normal voice level.

Task Request 6: T says to the C, HIT THE DRUM LOUD--GO, and then STOP.

Evaluation: Did the child respond appropriately to the verbal command?
Pass - Reinforce and repeat.
No - If the fault was that the child failed to respond with the loudness factor, use a verbal cue having increased your voice level and fade that cue out to a normal voice level.
No - If the fault was on GO or STOP, revise the learning of GO or STOP as in Music I and then reintroduce Task Request 6.

Task Request 7: As Task Request 6, only substituting the words SOFT for LOUD.

Evaluation: Same as Task Request 6.

Task Request 8: T says to the C, HIT THE DRUM LOUD--GO, then HIT THE DRUM SOFT, then HIT THE DRUM LOUD, HIT THE DRUM SOFT, STOP.

Evaluation: Did the child respond appropriately to the verbal command?
Pass - Reinforce and repeat.
No - Use the voice cue and fade out so that you are giving the instructions in the normal voice level that you would use.

Task Request 9: Say to the C, HIT THE DRUM LOUD--GO, then SOFT, LOUD, SOFT, LOUD, SOFT, STOP.

Evaluation: Did the C respond appropriately to the verbal commands?

Pass - Reinforce and repeat the activity.

No - Use voice cues as in the previous activity and fade out the voice cues until you are asking for the response at a normal voice level.

ADVANCED SKILLS:

1. This can be used in a group game where the children are walking around the room marching and respond by marching loudly or heavily when the drum beats loudly, and softly when the drum beats softly.
2. The children can respond by hitting their drums loudly or softly as the T or the record player increases or decreases the volume of the music coming from that record player.
3. Can be used in a song situation where a little song is made up about the Indian beating on his drum. This is how the daddy Indian beat upon his drum--loud, and then soft, and this is how the mommy Indian beat upon her drum--loud, and then soft. Other examples: This is how the lion roars loud. This is how the mouse squeaks soft. Numerous games could be invented by the therapist to use these new skills.

MUSIC III

Fast and Slow

OBJECTIVE: To teach the child to respond appropriately by hitting a drum fast or slowly on the verbal command, HIT THE DRUM SLOWLY, GO: FAST--SLOW--FAST--SLOW--STOP!

RATIONALE:

- a. A logical follow-up of Music I and II.
- b. To consolidate and generalize the concepts fast and slow after they have been introduced into the language program.

PREREQUISITE SKILLS:

- a. Satisfactory completion of the lessons on Music I and II.
- b. Previous introduction to the words "slow" and "fast" in the language program.

MATERIALS:

- a. One drum for each child plus one for the therapist.
- b. One stick to beat the drum with for each person.

TEACHING PROCEDURES:

Task Request 1: T says, DO THIS: HIT THE DRUM SLOWLY and gives a demonstration.

Evaluation: Did the child hit the drum slowly? (This slowness has to be judged and is really up to the therapist's discretion.)

Pass - Reinforce.

No - Repeat the task request and demonstration.

No - Repeat the task request and demonstration and give the child physical assistance. Then reintroduce the task request.

Task Request 2: Same as Task Request 1, only the T says, HIT THE DRUM FAST.

Evaluation: Same as Task Request 1 only substitute fast for slowly.

Task Request 3: T says, HIT THE DRUM SLOWLY, and gives no demonstration.

Evaluation: Did the child hit the drum slowly? This can be judged in relation to the speed the child hit in response to Task Request 2.
Pass - Reinforce.
No - Repeat Task Request 1 and then reintroduce Task Request 3.

Task Request 4: Same as Task Request 3 only substitute fast for slowly.

Evaluation: Same as Task Request 3.

Task Request 5: T says to C, HIT THE DRUM SLOWLY--GO and then, after a few moments, STOP.

Evaluation: Did the C respond to the verbal command by going after the command GO and stopping on the command STOP?
Pass - Reinforce and repeat the command.
No - If the fault was starting before the word GO, repeat the command putting your arm on the child's arm until the word GO, and reinforce for the appropriate response.
No - If the difficulty was STOP, touch the child's arm as you give the command STOP to indicate that the child should stop. Then repeat the task request again.

Task Request 6: Same as Task Request 5, only substitute the word FAST for SLOWLY.

Evaluation: Correction procedures and evaluation are the same as Task Request 5.

Task Request 7: T says to C, HIT THE DRUM FAST--GO then SLOWLY then FAST then SLOWLY then STOP.

Evaluation: Did the child change the cadence of his hitting to the appropriate verbal command?
Pass - Reinforce and repeat.
No - Repeat the task request using your voice to cue the child, then reintroduce the task request at the normal voice level.

ADVANCED SKILLS:

1. Can be used in a walking game as for advanced skills of Music II, where the children are to respond motorically by walking faster or more slowly as the rate of drum beating increases or decreases.

2. Songs could be invented to also assist with the learning of animal names, with contrasts such as the mouse ran fast and the turtle walked slowly.
3. The concept of tempo in music can be introduced with the children responding to changes in tempo on a piece of music, on a record player. It is best if these tempo changes are quite marked, going from a very fast tempo to a very slow one. Tapes can be easily made by combining records for this purpose.

MUSIC IV - A and B

Combining Dimensions of Loudness and Fastness

OBJECTIVE: Teach the Cs to combine concept loudness with those of slowness and fastness, by responding appropriately to verbal commands: HIT THE DRUM LOUD--GO! FAST--SLOW--FAST--SLOW--STOP!

RATIONALE:

- a. Same as in Music I, II, and III.
- b. This combination is the base for any musical arrangement.

PREREQUISITE SKILLS: Skills acquired in Music I, II, and III.

MATERIALS: Same as previous music lessons.

TEACHING PROCEDURES:

Task Request 1: T sits facing the C. Both have drums. T says to C, HIT THE DRUM LOUD--GO, then STOP.

Evaluation: Did C respond appropriately?
Pass - Proceed to Task Request 2.
No - Repeat task request with demonstration if necessary.

NOTE: If the previous lessons have been mastered, little correction should be necessary at this point.

Task Request 2: T says to C, HIT THE DRUM LOUD--GO--SLOW and LOUD--STOP. As T gives the task request, she also pairs an imitative cue with the command by making a large movement of her arm on the word "slow" and hitting her own drum on the following LOUD.

Evaluation: Did C respond to verbal command?
Pass - Reinforce and repeat.
No - Repeat commands and demonstration.
No - Give physical assistance, stressing the opening of the arms.

Task Request 3: T says to C, HIT THE DRUM LOUD--GO--LOUD and SLOW--LOUD and FAST--LOUD and SLOW--STOP, giving movement cue as before, for "slow" and using a very short wrist action for "fast."

Evaluation: Did C respond to verbal command?

Pass - Reinforce and repeat.

No - Revise the subskill by saying to C, HIT THE DRUM FAST--GO. Then as the child is hitting the drum LOUD then SOFT. When this has been revised, reintroduce the full task request.

Task Request 4: As Task Request 3 only the demonstration by the T is faded out over a number of repetitions.

Evaluation: As Task Request 3.

Pass - Reinforce and repeat.

No - Reintroduce the demonstrations and then proceed to fade them out more slowly.

MUSIC IV - B

As Music IV - A only the word "soft" is substituted in all cases.

ADVANCED SKILLS:

1. Both the words LOUD and SOFT can be combined with FAST and SLOW. This provides a basis for many simple musical arrangements.
2. Listening to music can be introduced, and the children can gesticulate according to the speed of it.
3. Simple modern dance sequences can be started. For instance the children can move about the room using fast, loud steps, slow soft steps and various combinations thereof.
4. The activity can be generalized to other percussion instruments -- triangle, tambourine, etc., and percussion bands can be formed.

ARTS AND CRAFTS

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ARTS AND CRAFTS

Arts and crafts activities provide children with opportunities to create objects and also to exercise abilities which can frequently have later vocational application. While practitioners of art education frequently emphasize the need for freedom of expression and creative opportunity to be given to the child, with a consequential minimum of teacher direction, these methods are not considered to be appropriate for young trainable retardates.* We concur with this opinion and have therefore presented a series of structured lessons to teach basic arts and crafts skills.

The skills that we have selected for inclusion in the curriculum while not all inclusive, do provide a broad foundation for the later development of further arts and crafts projects. To draw with a pencil, to control a paint brush without slopping paint, to cut and paste paper and to model with clay, are activities which can be found in many pre-school and first grade curricula. Combination and modification of these skills can provide a sound basis for many enjoyable and more advanced hobbies and leisure activities.

The identification of attributes of shape and color would also seem to be both necessary and basic. While mastery in these areas is a prerequisite for many of the advanced skills suggested at the end of the various lessons, they have not been included in the recreation section of this curriculum. Rather, lessons designed to teach these attributes can be found in the language section. In view of the integrated nature of this curriculum it is felt that their teaching can best be accomplished initially, in the classroom setting, while the consolidation and application of such knowledge can be incorporated into the advanced recreative skills domain.

* Council for Exceptional Children and American Association for Health, Physical Education and Recreation, Recreation and Physical Activity for the Mentally Retarded. Washington, D. C., 1968.

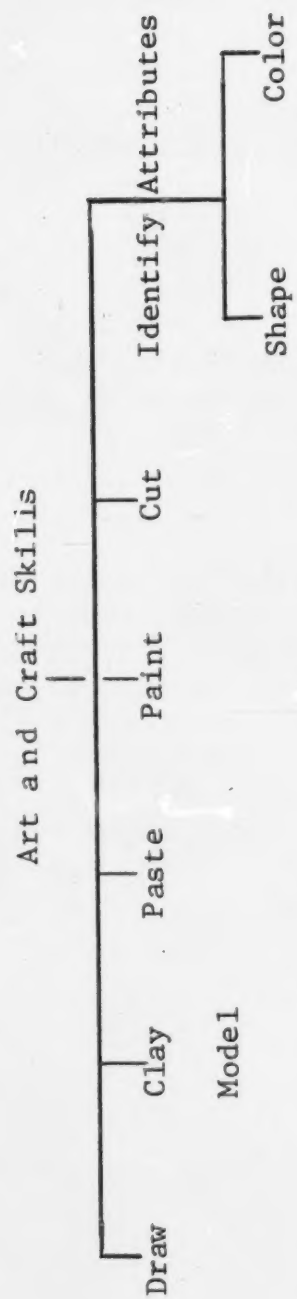


FIGURE 9. Schematic representation of arts and crafts activities.

MODELING WITH CLAY

OBJECTIVE: To teach the child to flatten out a ball of clay on the command, TAKE THE BALL--PUSH THE BALL.

RATIONALE:

- a. Manipulatory exercise useful in many self-help skills such as cooking.
- b. Prerequisite skill to recreational activities such as modeling clay, plasticine or papier-mâché.
- c. Application of words taught in language class and other recreational classes such as "ball" and "push."

PREREQUISITE SKILLS:

- a. Exposure to imitative activities.
- b. The child should respond correctly to commands, TOUCH THE BALL, TOUCH THE CLAY.
- c. The child should respond correctly to command, PUSH.

MATERIALS: A few sticks of plasticine. (Use non-oil base type which is harmless if swallowed.)

TEACHING PROCEDURES:

Task Request 1: T warms up the clay by manipulating it for a while in front of the child. She then makes a flat pie on the table, presses on it with her thumb saying to the child, DO THIS--PUSH!

Evaluation: Did the child push with his thumb?
Pass - Reinforce and continue.
No - Repeat task request.
No - Hold child's thumb and help him to press on the clay. Then gradually fade out help until child responds correctly by himself.

Task Request 2: T puts a lump of clay of about 1" diameter on the pie, pushes half way down, and says to the child, PUSH THE BALL!

Evaluation: Did the child push the lump of clay until the pie appeared flat?
Pass - Reinforce and continue.

- No - a. Repeat task request.
 b. Return to Task Request 1 and gradually increase size of lump to push in.
 c. If the child does not flatten the lump, say, PUSH MORE.

Task Request 3: T places a lump of clay on the pie and says to the child, PUSH THE BALL, but does not demonstrate.

Evaluation: Did the child push the lump of clay until the pie appeared flat?

Pass - Reinforce and continue.

- No - a. Repeat task request.
 b. Use same corrective procedure as in Task Request 2.

Task Request 4: T places lump of clay on the pie, takes it off again, hands it to the child, and says this, YOU DO IT--PUSH THE BALL!

Evaluation: Did the child place the lump on the pie before pushing on it?

Pass - Reinforce and continue.

- No - a. Repeat task request.
 b. If child places lump on the table instead of on the pie, take it off, re-hand it to the child, and give physical assistance.

Task Request 5: T presents child with a small ball of clay, she has shaped ready for the child to use. She hands it to the child and says, TAKE THE BALL AND PUSH THE BALL.

Evaluation: Did the child pick the ball from the main piece and push it onto the pie?

Pass - Reinforce and continue.

No - Repeat the request.

- No - Demonstrate to the child how to take it off, holding it near the child. Gradually fade out help.

ADVANCED SKILLS:

1. The child can progress to taking the plasticine from the larger ball himself.
2. Small ashtrays, etc., can be made.

3. Clay can be substituted for plasticine and the product painted and fired.
4. This technique can be used in cookery sessions for making small pastries and cookies.
5. The C can be encouraged to copy various objects, e.g., a Christmas tree, which is drawn on a clay board. Copying is achieved by flattening balls of clay over the drawing on the board, until the replica is achieved.

NOTE: Alternative Method of Teaching

If the plasticine is particularly soft or if Play Dough is used, it is possible for the child to flatten the material with the heel of his hand. This can be taught in the usual manner working from, DO THIS to DO THIS--PUSH, and then to PUSH THE BALL.

DRAWING

OBJECTIVE: To teach the child to pick up a pencil and draw a line on paper to the therapist's verbal command, DRAW.

RATIONALE:

- a. Basic art skill.
- b. Of use in classroom situations.
- c. Heads into many recreative activities.

PREREQUISITE SKILLS: Prior exposure to imitative activities.

MATERIALS: One thick, soft lead pencil. A few sheets of paper and table and chairs.

TEACHING PROCEDURES:

Task Request 1: T picks up a pencil, draws a line on a sheet of paper and says to C, DO THIS. She then hands the pencil to the C and says, DO IT.

Evaluation: Did the C draw a line on the paper?

Pass - Reinforce and repeat.

No - a. If the C did not hold the pencil correctly, give physical assistance.

b. If C did not respond, repeat task request. If he still does not respond, give physical assistance.

Task Request 2: T demonstrates drawing a line saying to C, DO THIS--DRAW. She then hands the pencil to C.

Evaluation: Did the child attempt to draw a line?

Pass - Reinforce and repeat.

No - Repeat task request.

No - Revise Task Request 1 and then reintroduce Task Request 2.

Task Request 3: T does not demonstrate but simply hands the pencil to the C and says, DRAW.

Evaluation: Did the C attempt to draw?

Pass - Reinforce and repeat.

No - Revise Task Request 2 gradually fading out the demonstration until such time as the C is responding to the verb alone.

ADVANCED SKILLS:

1. Child can first copy drawing and then draw them freehand.
2. Copying letters of the alphabet could assist in the development of reading readiness.
3. Crayons could be used to add variety of color.
4. Numerous other activities involving the use of a pencil could be listed. However, further utilization of this skill will be left to the imagination of the therapist.

PASTING WITH GLUE

OBJECTIVE: To teach the C to take small pieces of paper, spread paste on them, turn them and stick them onto a larger sheet of paper to verbal command, TAKE PAPER, TAKE PASTE, SPREAD THE PASTE, TURN THE PAPER, PUSH THE PAPER, thus constructing simple collages.

RATIONALE:

- a. Useful basic craft skill.
- b. Spreading action assists in the self-care activity of buttering bread, etc.

PREREQUISITE SKILLS:

- a. Exposure to imitative activities.
- b. Prior teaching of "push," "take," "paper," "spread," "turn," and "paste" in other areas of the curriculum.

MATERIALS: Pile of small paper squares about 1". Large sheet of paper, and a pot of paste and a wooden spatula.

TEACHING PROCEDURES:

Task Request 1: T puts glue on a small piece of paper with a spatula. She then picks up the paper, turns it, glue side down and sticks it on a larger sheet of paper saying, DO THIS--PUSH THE PAPER. She then hands a piece of glued paper, glue side down, to the C and says, DO IT--PUSH THE PAPER, gesturing to the larger sheet of paper.

Evaluation: Did the C stick the smaller paper on the larger sheet?
Pass - Reinforce the final action.
No - Repeat the demonstration and give physical assistance if necessary.

Task Request 2: T demonstrates as above, this time saying, DO THIS--TURN THE PAPER, and then, PUSH THE PAPER. T hands C the smaller piece of paper, glue side uppermost and says, DO IT--TURN THE PAPER, then, PUSH THE PAPER, gesturing to the larger sheet.

Evaluation: Did the C complete both links of the chain?
Pass - Reinforce the final pushing action.
No - Repeat the task request and demonstration, giving physical assistance at point of failure, if necessary. Do not reinforce until final action is completed.

Task Request 3: T pastes paper and then says, DO THIS--PICK UP THE PAPER, TURN THE PAPER, PUSH THE PAPER, as she demonstrates. T then pastes another piece of paper and says to C, DO IT--PICK UP THE PAPER, TURN THE PAPER, PUSH THE PAPER.

Evaluation: Did C complete the chain?
Pass - Reinforce final action.
No - Apply correction procedures as in Task Request 2.

Task Request 4: T puts glue on small piece of paper saying, DO THIS--SPREAD THE PASTE, PICK UP THE PAPER, TURN THE PAPER, PUSH THE PAPER. Then she hands the spatula with paste already on it to the C and says, DO IT, SPREAD THE PASTE, PICK UP THE PAPER, TURN THE PAPER, PUSH THE PAPER.

Evaluation: Did the C complete the chain as requested?
Pass - Reinforce the final action and repeat.
No - Apply correction procedures as in Task Request 3.

Task Request 5: T takes the paste from the paste pot with the spatula and says, DO THIS, TAKE PASTE, SPREAD THE PASTE, PICK UP THE PAPER, TURN THE PAPER, PUSH THE PAPER. Then she hands the spatula to the C placing the pot of paste in front of the C and says, DO IT--TAKE PASTE, SPREAD THE PASTE, PICK UP THE PAPER, TURN THE PAPER, PUSH THE PAPER.

Evaluation: Did C complete the chain as requested?
Pass - Reinforce final action and repeat.
No - Apply correction procedures as in Task Request 4.

Task Request 6: T takes small piece of paper from pile and says, DO THIS--TAKE PAPER, TAKE PASTE, SPREAD THE PASTE, PICK UP THE PAPER, TURN THE PAPER, PUSH THE PAPER. She then says to C, DO IT--TAKE PAPER, TAKE PASTE, SPREAD THE PASTE, PICK UP THE PAPER, TURN THE PAPER, PUSH THE PAPER.

Evaluation: Did the C complete the whole chain correctly?
Pass - Reinforce final action and repeat.
No - Apply correction procedures as in Task Request 5.

Task Request 7: T gives no demonstration but just the verbal command, TAKE PAPER, TAKE PASTE, SPREAD THE PASTE, PICK UP THE PAPER, TURN THE PAPER, PUSH THE PAPER.

Evaluation: Did C complete chain without demonstration?

Pass - Reinforce final action and repeat.

No - At any point of failure in the chain repeat the verbal command appropriate for the point of failure and give physical assistance if necessary. Be sure that the C completes the whole chain, before repeating the sequence of task requests.

ADVANCED SKILLS:

1. Can be combined with cutting, the C cutting strips of paper about 3" long by 1" wide and sticking the ends together to form loops of paper chain.
2. Self-help and body-image skills can be improved by sticking appropriate drawings of articles of clothing, cut out of paper, onto a large model human figure drawn on another sheet of paper.
3. Collages can be constructed using paper, corks, polystyrene, etc.

PAINTING

OBJECTIVE: To teach the child to pick up a paint brush, dip it into the wash water, dry it with a paper towel, dip it into the paint of his choice and paint on the paper without spilling any paint, to the verbal command, PAINT.

RATIONALE:

- a. A recreative skill with wide general application potential.
- b. Assists in familiarizing the child with various colors.

PREREQUISITE SKILLS:

- a. Exposure to imitative activities.
- b. Identifies, by touching, the following objects: brush, paper, paint, water.
- c. Exposure to words "take," "more," "another," "color," and "wash."

MATERIALS: Paint brush, paper, covering for table, water color paints in three primary colors, water for washing brush, ample supply of paper towels (Kleenex type), dishes for mixing paint. For layout, see Figure 1.

NOTE: This lesson is taught by a "chaining" procedure -- see Behavior Modification section.

TEACHING PROCEDURES:

Task Request 1: T says to child, DO THIS--PAINT, demonstrating by making a line on the paper in front of the child and handing the C the brush already filled with paint.

Evaluation: Did the child imitate the T?

Pass - Reinforce.

No - Assist C by guiding the hand with which he is holding the paint brush to the paper and helping him to make a line. Reinforce C and point to the line that he has made. Repeat the task request again and fade out the assistance.

Task Request 2: Hand brush filled with paint to child and say, PAINT, gesturing toward the paper.

Evaluation: Did C paint on the paper?

Pass - Reinforce as child begins to paint.

No - If C paints anywhere other than on the paper, restrain him gently, and gesture to the paper saying, PAINT HERE.

No - If C does not respond to task request, revise Task Request 1 and reintroduce Task Request 2.

Task Request 3: When Task Request 2 responses are well established, T takes paint brush and dips it into paint, touches the side of the container with the brush to remove excess paint and says, TAKE PAINT, then hands the brush to the C and says, DO IT--TAKE PAINT. As the C takes the brush the T guides the C's hand, ensures that the C dips the brush into the paint, touches the edge of the paint dish with the brush to remove the excess paint and then T gestures to the paper and says, PAINT, reinforcing the C only as he makes a mark on the paper.

Evaluation: It should be unnecessary to evaluate this task request as the C was assisted throughout.

Task Request 4: T hands brush to C and says, TAKE PAINT, gesturing to the paint dish. As the C takes the paint, the T stops him from painting on the paper if he fails to touch side of paint dish to eliminate excess paint. T assists C at this point, if necessary. T then gestures to paper and says, PAINT.

Evaluation: Did C complete the whole chain without assistance?
Pass - Reinforce only as first mark is made on paper.
No - Apply correction procedures as indicated in the task request.

Task Request 5: T washes the brush and dries it with a paper towel saying to C, DO THIS--WIPE THE BRUSH, and then proceeds through the rest of the chain. T then rewashes the brush and hands it to the C, together with a paper towel and says, DO IT--WIPE THE BRUSH. When the C has wiped the brush the T gives the instructions for the other links of the chain, TAKE PAINT then PAINT and gestures.

Evaluation: a. Did the C wipe the brush?
b. Did the C then complete the chain?
Pass - (a and b) Reinforce as final action is completed.

- No - a. Repeat the instruction and assist the child, gradually fading out the assistance. In all cases, go through the complete chain before giving any reinforcement.
- No - b. Repeat the appropriate instruction at the point of breakdown. If necessary revise the task request dealing with that particular link of the chain.

Task Request 6: T takes brush and washes it in water. Says to C, DO THIS--WASH THE BRUSH. T then proceeds through the rest of the chain and hands the brush to the C saying, DO IT--WASH THE BRUSH. When the brush is washed the T hands the C a paper towel saying, WIPE THE BRUSH, then TAKE PAINT, then PAINT.

- Evaluation:
- a. Did the C wash the brush?
 - b. Did the C complete the rest of the chain correctly?
- Pass - Reinforce as final link of the chain (painting on the paper) is completed.
- No - a. Repeat the demonstration and task request. Assist the C if necessary. Make sure that you do not reinforce until the whole chain is completed.
 - No - b. Apply correction procedures as in Task Request 5, No-b.

ADVANCED SKILLS:

1. Other colors can be introduced, the T saying to the C, WOULD YOU LIKE ANOTHER COLOR? and upon receiving an affirmative reply WHICH COLOR, pointing to the three prime colors.
2. Colors can be mixed to form other colors in a "discovery" activity.
3. Painting can be generalized from the paper to painting objects.
4. As a group activity the C can paint murals on long strips of wrapping paper laid out on the floor.
5. When the learning of colors is introduced into the language program, the children can be encouraged to ask for specific colors by name.

CUTTING WITH SCISSORS

OBJECTIVE: To teach the child to cut paper of average resistance on a straight line on the command, CUT THE PAPER ON THE LINE.

RATIONALE:

- a. Can be used in recreational activities and crafts.
- b. Useful in many self-help situations such as cutting material, thread, etc.
- c. Possible vocational use at a later date.
- d. Develops finger-thumb approximation.

PREREQUISITE SKILLS:

- a. There is a large developmental factor in the mastery of this skill. Attempting to teach it before the child is developmentally ready for it could result in frustration.
- b. The child should identify the correct object when asked, TOUCH THE PAPER, TOUCH THE SCISSORS, TOUCH THE LINE.
- c. The child should respond correctly to command, PICK UP THE (_____).

MATERIALS:

- a. Two pairs of small round-ended scissors, one for the therapist to demonstrate with, one for the child to use.
- b. Average weight paper.
- c. Thick pencil or crayon to draw a line on the paper.

TEACHING PROCEDURES:

Task Request 1: T takes a pair of scissors and demonstrates how to open and close them. She then places the other pair in the C's hand, ready for him to cut with. T assists C physically to open and close them saying, DO THIS, OPEN--CLOSE, OPEN--CLOSE.

Evaluation: Did C accept assistance?
Pass - Reinforce and continue.
No - Let C experience the dropping of the scissors. When C shows signs of frustration, try again to give physical assistance.

Task Request 2: T takes her own scissors and demonstrates again how to open and close them, saying DO THIS, OPEN--CLOSE, OPEN--CLOSE.

Evaluation: Did C imitate the T without dropping the scissors?
Pass - Reinforce and continue.
No - Revise Task Request 1 and reintroduce Task Request 2. If C still has difficulty the activity should be discontinued until the C is developmentally more mature.

Task Request 3: T places scissors flat on the table and says, PICK UP THE SCISSORS, OPEN--CLOSE, OPEN--CLOSE.

Evaluation: Did C hold scissors correctly?
Pass - Reinforce and continue.
No - Let C experience the awkwardness of the position and then give him assistance. Fade out assistance until C is responding correctly to the task request.

Task Request 4: T places a piece of paper into the angle of her open scissors and says to C, DO THIS, CUT THE PAPER. She then places a similar piece of paper into the angle of the C's scissors and says, DO IT, CUT THE PAPER.

Evaluation: Did the C cut the paper?
Pass - Reinforce and repeat.
No - Repeat demonstration.
No - Give physical assistance, gradually allowing the child to do more and more himself.

Task Request 5: T holds the paper at a distance such that the C has to approach it with the scissors, and adjusts their position before he can cut. T then says, CUT THE PAPER, then MORE.

Evaluation: Did C cut the paper?
Pass - Reinforce and continue.
No - Revise previous task request and reintroduce Task Request 5.

Task Request 6: T places paper flat on the table and says, CUT THE PAPER. C has to hold the paper with one hand and cut with the other.

Evaluation: Did C cut the paper?
Pass - Reinforce and continue.
No - Place C's free hand flat on paper, so as to prevent the paper from sliding away. Gradually fade out all physical assistance.

Task Request 7: T draws a thick line down the center of the paper and says, CUT THE PAPER HERE, pointing to the line.

Evaluation: Did C cut the paper on the line?
Pass - Reinforce and continue.
No - a. Repeat command.
b. Trace a larger line, repeat command, reinforce every closer approximation to cutting on the line.

Task Request 8: T draws a line across the paper and says, TOUCH THE LINE, then, CUT THE PAPER ON THE LINE.

Evaluation: Did C cut the paper all along the line?
Pass - Reinforce and repeat.
No - Take a smaller paper and draw a line across the paper. Gradually use larger and larger sheets of paper. If the C stops cutting say, CUT MORE.

ADVANCED SKILLS:

1. Figures can be cut out of paper. This can be used to consolidate language area learning; e.g., CUT OUT THE (noun).
2. Body awareness activities can be introduced by having the C cut out a figure of a man and name the body parts as he cuts around them.
3. Simple clothes can be made by cutting out patterns in crepe or similar paper and gluing the parts together to form dresses, aprons, etc.
4. By making cuts of various shapes in folded paper, patterns can be made which reveal themselves when the paper is opened.
5. Shapes which have been cut out can be colored by the children and then pasted onto larger papers to form pictures and group murals.
6. This activity can be used to add kinesthetic components to the teaching of shapes, e.g., square, circle and triangle.

MISCELLANEOUS ACTIVITIES

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MISCELLANEOUS ACTIVITIES

Activities which are considered basic to recreative functioning, or which have been devised to complement teaching in either the self-help or language areas, but which do not logically fit into any of the other three categories, have been combined in this section. For instance, activities such as buttoning, lacing, screwing tops onto bottles, and bending over, all have numerous self-help applications. "Stop" and "go" are verbal stimuli which can be used in all areas and do have important safety education values related to them. Finally, the difficulty that Down's Syndrome children experience with finger-thumb approximation development can be remediated by activities such as hanging clothes pins on a line, putting discs (tokens) through a slit in the plastic lid of a coffee can which is barely large enough for the discs to pass through, threading beads and tearing paper.

We have also included a series of three lessons which cover some of the basic components of children's relay games. Last of all, perhaps more by accident than intent, a lesson which was designed incidentally to the larger curriculum teaching the physical fitness exercise, "the sit-up" has been included, on the premise that readers may have some specific uses for the activity.

More detailed information upon the reasoning behind the activities which we have included here, is given in the rationale section of each lesson.

TEARING PAPER

OBJECTIVE: To teach the C that, upon verbal command from the T, TEAR THE PAPER, he holds a piece of newspaper, about 4" square, flat on the table with one hand and with the other hand pulls a free area of paper towards him, tearing it off in the process.

RATIONALE:

- a. Provides C with the opportunity to practice fine motor movements.
- b. Useful recreational activity for use in arts and crafts activities.
- c. Self-care skill necessary for toileting.

PREREQUISITE SKILLS:

- a. Should have been taught a basic imitative set.
- b. Identifies paper by pointing or touching to verbal command, SHOW ME THE PAPER.

MATERIALS: A bundle of newspaper cut or torn into pieces of roughly 4" x 4".

TEACHING PROCEDURES:

Task Request 1: T demonstrates tearing the paper as follows:
She holds one half of the paper flat on the table with one hand and pulls off the other half, with the other hand saying, DO THIS.

Evaluation: Did the C imitate?
Pass - Reinforce and repeat.
No - Repeat instructions and demonstration.
No - Take another piece of paper, following the same procedure, and tear all but one inch. Then turn paper around so as to face C with the bit left to tear at the bottom. Place C's left hand on left part of paper, and repeat the task request.

Task Request 2: As above, T says, DO THIS...TEAR THE PAPER and demonstrates.

Evaluation: Did the C tear the paper?
Pass - Reinforce and repeat.
No - T says, TOUCH THE PAPER and when the child responds appropriately, repeats the Task Request 2 statement.
No - Revise Task Request 1 and reintroduce Task Request 2.

Task Request 3: T gives paper to C and says, TEAR THE PAPER,
but does not demonstrate.

Evaluation: Did the child tear the paper?

Pass - Reinforce and repeat.

No - Revise Task Request 2 and fade out the
demonstration.

ADVANCED SKILLS:

1. Gradually increase the length of paper that the C is required to tear.
2. Introduce accuracy into the tearing by requiring the C to tear the paper down a specified line.
3. Patterns can be made by tearing small pieces out of folded sheets of newspaper.
4. The learning of shapes can be reinforced by requiring the C to tear out a square, circle, triangle, etc.
5. The C can make collages, when the lesson on pasting has been mastered, by tearing various colors of paper and sticking them onto a master sheet.

BOTTLE TOP CAPPING

OBJECTIVE: To teach the child to screw tops onto bottles, and to unscrew them on the commands; PUT THE TOP ON THE BOTTLE and TAKE THE TOP OFF THE BOTTLE.

RATIONALE: Fine motor skill using eye-hand coordination. Skill useful in self-help situation where toothpaste tubes, catsup bottles, etc., are encountered.

PREREQUISITE SKILLS:

- a. Introduction to color cues.
- b. Exposure to imitative activities.
- c. Indicates knowledge of words "bottle," and "top" by pointing to them when asked.
- d. Prior teaching of "more," "on," and "off" in language program.

MATERIALS: A set of bottles of various sizes, with screw tops. Each bottle is painted in a different color, the tops matching the bottles. The set can be placed on a board into which circles have been cut to fit the bottles, or the bottles can simply be used as they are.

TEACHING PROCEDURE:

Task Request 1: Starting with largest bottle, T screws top to bottle just enough for it to need only one twist of the thumb/index finger to be undone. T then demonstrates to C how to unscrew it, saying, DO THIS, TAKE THE TOP OFF THE BOTTLE! T positions top as before, hands the bottle to C saying, DO IT, TAKE THE TOP OFF THE BOTTLE.

Evaluation: Did C take the top off?
Pass - Reinforce and start Task Request 2.
No - Repeat command and demonstration.
No - Give physical assistance.

Task Request 2: T screws top about half way on bottle, so that two or more twists of the fingers will undo it. T then demonstrates to C how to unscrew it saying, DO THIS, TAKE THE TOP OFF THE BOTTLE! T screws the top about half way on bottle, hands the bottle to C saying, TAKE THE TOP OFF THE BOTTLE!

Evaluation: Did C take the top off?
Pass - Reinforce and start Task Request 3.
No - Repeat command and demonstration.
No - Return to previous task request.

Task Request 3: T screws top completely. She then says, TAKE THE TOP OFF and hands the bottle to child.

Evaluation: Did C take the top off on verbal command?
Pass - Reinforce and start Task Request 4.
No - Repeat command.
No - Revise Task Request 2 and reintroduce Task Request 3.

Task Request 4: T now demonstrates how, when twisted in one direction, the top comes off, whereas when twisted in the other direction, it does not saying, ON or OFF. Then T hands it to C saying, YOU DO IT.

Evaluation: Did C twist the top on and off?
Pass - Reinforce and start Task Request 5.
No - Repeat demonstration and dramatize the contrast between when it opens and when it does not.
No - Repeat with physical assistance.

Task Request 5: T twists the top off first, then twists it on all the way. She can demonstrate this a few times, saying, PUT IT ON, TAKE IT OFF, PUT IT ON...T then hands it to C saying, YOU DO IT.

Evaluation: Did C twist it all the way on and all the way off?
Pass - Reinforce and repeat several times.
No - If C twists it only half way on or off, say MORE.

ADVANCED SKILLS:

1. The color cues can be faded out so that the child has to decide by visual inspection which top fits which bottle.
2. The child care staff can give responsibility to children learning the screwing task for opening various screw-top bottles and jars at meal times.
3. A wooden or metal place can be constructed with holes at various diameters. Nuts and bolts which fit these holes can be provided; the task being for the child to match the nuts and bolts to the appropriate holes. Color cues can be used in the initial stages of this activity.

BEAD THREADING

OBJECTIVE: To teach the C that, on the T's verbal command, **THREAD THE BEADS**, he picks up the wooden beads, one at a time, and threads them onto a leather shoelace.

RATIONALE:

- a. Fine motor skills utilizing hand-eye coordination and finger-thumb approximation.
- b. Basic recreational activity for making necklaces, sewing, etc.
- c. Preparatory exercise for the self-help activity of shoe lacing.

PREREQUISITE SKILLS:

- a. Exposure to general imitative activities.
- b. Appropriate response to the verbal command, **PICK UP THE (noun)**.
- c. Ability to identify a bead to verbal command by touching.
- d. Exposure to "another" in the language program.

MATERIALS: Set of Playskool #702 wooden jumbo beads or similar. One leather boot lace with knot in one end. Table and chair for child and therapist.

TEACHING PROCEDURES:

Task Request 1: T takes the shoe lace and threads three or four beads onto it saying as she threads each one, **DO THIS**. She then hands the lace with the beads on and one bead to the child and says, **DO IT**.

Evaluation: Did the child thread the bead onto the lace?
Pass - Reinforce and hand another bead.
No - The following faults may occur.

- a. The child attempts to thread from the end with the knot.
- b. The C holds the lace too near the end to be able to fully pass it through the bead.
- c. The child fails to release the lace and regrasp the other end as it appears through the far end of the bead.

In all cases, give physical assistance for the specific fault.

Task Request 2: As Task Request 1 except say, **DO THIS...THREAD THE BEADS**.

Evaluation: Did the C thread the beads?

Pass - Reinforce and repeat.

No - If the C did not respond at all, request C to SHOW ME A BEAD and reintroduce the task request.

No - If the faults are motoric then give physical assistance.

Task Request 3: T says to the C, THREAD THE BEADS, handing him the lace containing three prethreaded beads but without demonstrating.

Evaluation: Did the child thread the remaining beads?

Pass - Reinforce and repeat.

No - Revise Task Request 2 and fade out demonstration, reintroducing Task Request 3.

No - If the child stops threading say, THREAD MORE BEADS.

Task Request 4: As Task Request 3 but this time T presents C with an empty lace and a box of beads.

Evaluation: Did child thread the beads?

Pass - Reinforce and repeat.

No - Revise Task Request 3 and reintroduce Task Request 4.

NOTE:

1. Many children will find it reinforcing if, as they complete the threading of the last bead, the T takes the string of beads and drapes it around their neck as a necklace and admires them.
2. This activity should not be attempted if the child is developmentally unable to push the lace initially into the hole of the bead.

ADVANCED SKILLS:

1. Progressively smaller beads can be introduced.
2. Necklaces can be made with melon seeds when a sewing needle can be safely controlled.
3. Concepts of "big" and "little" can be reinforced when learned in the language program.
4. When the paper tearing lesson is mastered, the children can tear squares of various colored paper and thread them onto strings to make Christmas decorations.

CLOTHES PIN HANGING

OBJECTIVE: To teach the child to hang a peg from a string, and to take it off on the commands, PUT THE CLOTHES PIN ON THE STRING and TAKE THE CLOTHES PIN OFF THE STRING.

RATIONALE:

- a. To develop finger-thumb approximation which is characteristically weak in the Down's Syndrome child.
- b. Useful self-help skill.

PREREQUISITE SKILLS: Exposure to "clothes pin," "open," "close," "on," "off," "string," in the language program.

MATERIALS: A string stretched horizontally between two poles, strong enough to resist a pull of about 20 pounds. A set of spring clothes pins, that a child can open without too much effort.

TEACHING PROCEDURES:

Task Request 1: T takes clothes pin, demonstrates to child how to open and close it saying to child, DO THIS...OPEN-CLOSE, OPEN-CLOSE, then reintroduce task request.

Evaluation: Did the child open and close the clothes pin?

Pass - Reinforce and continue.

No - If the child is pressing at the wrong end of the clothes pin, let him try to press it, and then show him how to turn it head down, and dramatize the fact that it does open.

No - If the child does not press hard enough, reinforce every closer approximation to pressing sufficiently to open it and say MORE when pressure is insufficient.

Task Request 2: T demonstrates how to take a clothes pin off by pressing on it. She then says to child, TAKE OFF THE CLOTHES PIN. (A set of clothes pins is hanging from a stretched string.)

Evaluation: Did the child take off the clothes pin by pressing on it?

Pass - Reinforce and go to Task Request 3.

No - Repeat demonstration and command; if C still does not respond, give physical assistance.

Task Request 3: All the clothes pins are taken off the string.
T takes one clothes pin, puts it on the string
and says, DO THIS, PUT THE CLOTHES PIN ON THE
STRING.

Evaluation: Did the C succeed in hanging the clothes pin on
the string?

Pass - Reinforce and repeat.

No - a. Repeat demonstration and command.
b. Give child some physical help by
pulling the string to meet the clothes
pin. Gradually decrease the amount of
help, until the child is meeting the
string by himself.

ADVANCED SKILLS:

1. The clothes pin can be colored and the learning of colors,
which should have had a prior introduction in the language
program, can be reinforced, by such statements as, PUT ON THE
RED (BLUE, GREEN) CLOTHES PIN, TAKE OFF, etc.
2. Reinforcers. e.g., M & M's, tokens, etc., can be placed in bags,
and pinned to a string. The children take turns to feel the bag
and say what is inside. They then can unpin the bag and if they
have guessed correctly (at the expressive level), they keep the
contents.
3. Self-help games involving pinning and unpinning laundry can be
introduced.

PUTTING DISCS INTO A BOX

OBJECTIVE: To teach the C that upon T's command, PUSH THE BUTTON IN THE BOX, he pushes a button completely through a slit in the lid of a plastic box.

RATIONALE:

- a. Fine motor activity to improve finger-thumb approximation skills.
- b. Pre-buttoning activity.
- c. Activity can be later generalized to the concept of saving money in a "piggy bank."

PREREQUISITE SKILLS:

- a. Prior exposure to the following:
 - 1. bead threading.
 - 2. putting sticks into holes.
- b. Responds appropriately to the following commands, TOUCH THE BUTTON, TOUCH THE BOX, TOUCH THE HOLE.

MATERIALS:

- a. A collection of 1 1/2" diameter buttons or plastic discs.
- b. A coffee can with a plastic lid. A hole 1 1/2" long and just about the same width as the button should be cut into the plastic lid. This hole should be of such size that the button can be pushed through it only if moderate pressure is applied. The area around the hole should be painted to accentuate it.

TEACHING PROCEDURES:

Task Request 1: T says to C, SHOW ME THE BUTTON. Button is placed on table in front of C.

Evaluation: Did C indicate that he recognized the button?
Pass - Reinforce and proceed.
No - Repeat task request.
No - Teach recognition of button by noun identity techniques used in language program.

Task Request 2: T says to C, SHOW ME THE HOLE IN THE BOX.

Evaluation: Did C indicate knowledge of a hole?
Pass - Reinforce and proceed.
No - If child cued onto the word "box," say
THE HOLE.
No - Use correction procedures of Task Request 1.

Task Request 3: T demonstrates how to push a button through the
hold saying, DO THIS.

Evaluation: Did C push button through hole?
Pass - Reinforce and repeat.
No - If child did not push hard enough say, MORE.
No - If child held the button wrongly or did not
find the hole, give physical assistance and
repeat task.

Task Request 4: T says to C, DO THIS...PUSH THE BUTTON IN THE HOLE
and demonstrates.

Evaluation: Did C push button through the hole?
Pass - Reinforce and repeat.
No - Revise Task Request 3 and reintroduce
Task Request 4.

Task Request 5: T says to C, PUSH THE BUTTON IN THE HOLE.

Evaluation: Did the C push the button through the hole?
Pass - Reinforce and repeat.
No - Revise Task Request 4 and reintroduce Task
Request 5. If child does not push hard
enough say, PUSH MORE.

ADVANCED SKILLS:

1. Holes of various sizes can be made in the box and the children have to select buttons of similar sizes for the holes.
2. This task leads into the buttoning lessons.
3. Number concepts can be taught by asking the child to put a certain number of buttons into the box. The box can then be opened and the number inside counted also. If the child is correct, these can be matched with an equal number of reinforcers.
4. Children can be asked to match colors of buttons with colors of holes in various boxes--one box for each color. Accuracy can be checked by counting the correct number of colors in each box.

PAPER LACING

OBJECTIVE: To teach the child to lace a series of holes on two boards together, using a cross over pattern, to the verbal command, LACE THE HOLES.

RATIONALE:

- a. Prerequisite skill for the basic self-help activity of lacing shoes, etc.
- b. Fine motor skill that can be utilized in activities such as weaving, sewing, leather work, etc.

PREREQUISITE SKILLS:

- a. Completion of bead threading lesson.
- b. Know concept SAME from language area.
- c. Prior exposure to color-cueing.
- d. Respond appropriately to the verbal command, TOUCH THE HOLE and TOUCH THE LACE.

MATERIALS: Two pieces of cardboard with four holes, made with a paper punch, in each (See Figure 10). A lace should be firmly attached to each piece of cardboard and should be about twice as long as the cardboard. Each hole should be painted a different color and the same color as the hole adjacent to it on the opposite piece of cardboard.

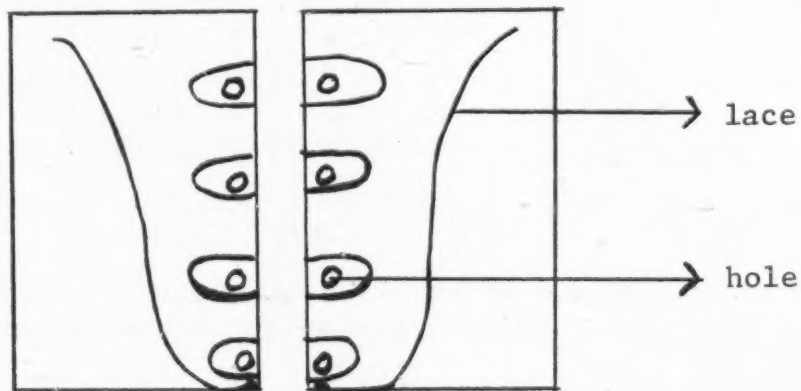


FIGURE 10. Diagrammatic representation of paper lacing.

TEACHING PROCEDURES:

Task Request 1: T threads laces in a cross over pattern, completing all but the final two holes and saying, DO THIS. She then hands the lace board to the child and says, DO IT.

Evaluation: Did the child lace the final two holes?
Pass - Reinforce and repeat.
No - Indicate the correct hole by pointing.
No - Grasp C's wrist and give physical assistance.

Task Request 2: As Task Request 1 but T says, DO IT--LACE.

Evaluation: As Task Request 1.
Pass - Reinforce.
No - Correct as Task Request 1.

Task Request 3: After the C has completed Task Request 2, T unfastens the two top holes and hands the boards back to the child and says, LACE.

Evaluation: Did the child lace the last two holes?
Pass - Reinforce.
No - Repeat Task Request 2 and reintroduce Task Request 3.

Task Request 4: As Task Request 3 only this time T unfastens the top three holes leaving only the last hole fastened and says to C, LACE THE HOLES.

Evaluation: Did the child lace the remaining holes correctly?
Pass - Reinforce.
No - If child stops after lacing one pair of holes, say, MORE. If C skips a hole, point to the colored areas around the holes and ask, IS THIS THE SAME? (Answer should be NO.) Then point to the hole that the lace should be inserted into and say, IS THIS THE SAME? (Answer should be YES.) Then T says, LACE THE HOLE and points to the correct holes.

NOTE: A chaining technique should be followed with further repetitions of Task Request 4; reinforcement being given only when all the holes have been correctly laced.

ADVANCED SKILLS:

1. This skill can be repeated without the color cue and with both (a) more holes in the board and (b) smaller holes.
2. Can be generalized to boot and shoe lacing with boots both on and off the foot.
3. The lacing techniques can be utilized in simple weaving and sewing tasks.

BUTTONING

OBJECTIVE: To teach the child to button buttons of various sizes, without assistance on the verbal command, BUTTON.

RATIONALE:

- a. Fine motor skill exercising hand-eye coordination.
- b. Practice of a self-help activity.
- c. Recreational activity used in "dressing up" self or dolls.

PREREQUISITE SKILLS:

- a. Child should have been taught a general imitative set.
- b. The child should indicate recognition when told TOUCH A BUTTON, TOUCH THE HOLE.
- c. Previous learning of the concepts "push" and "pull."

MATERIALS: A wooden frame upon which is stretched a piece of material of approximately 10" x 18" with six button holes of decreasing size from one end to the other (See Figure 11). Another piece of material of equal size, where buttons of decreasing sizes are sewn corresponding to button holes. A variety of colors may make it more pleasant.

TEACHING PROCEDURES:

Task Request 1: T buttons the first five buttons and says, as she buttons each one, DO THIS. She then hands the buttoning frame to the child with the final button 1/3 of the way through the hole and says, DO IT.

Evaluation: Did the child complete the fastening of the button?
Pass - Reinforce and repeat.
No - Repeat the buttoning of penultimate button and again hand the frame to the child repeating Task Request 1.
No - Give physical assistance by holding wrist of the hand with which the C is grasping the button and assisting the child to perform the necessary pincer grasp movement with the finger and thumb of the other hand in order to grasp the section of the button that is protruding through the hole. T says, PUSH and PULL.

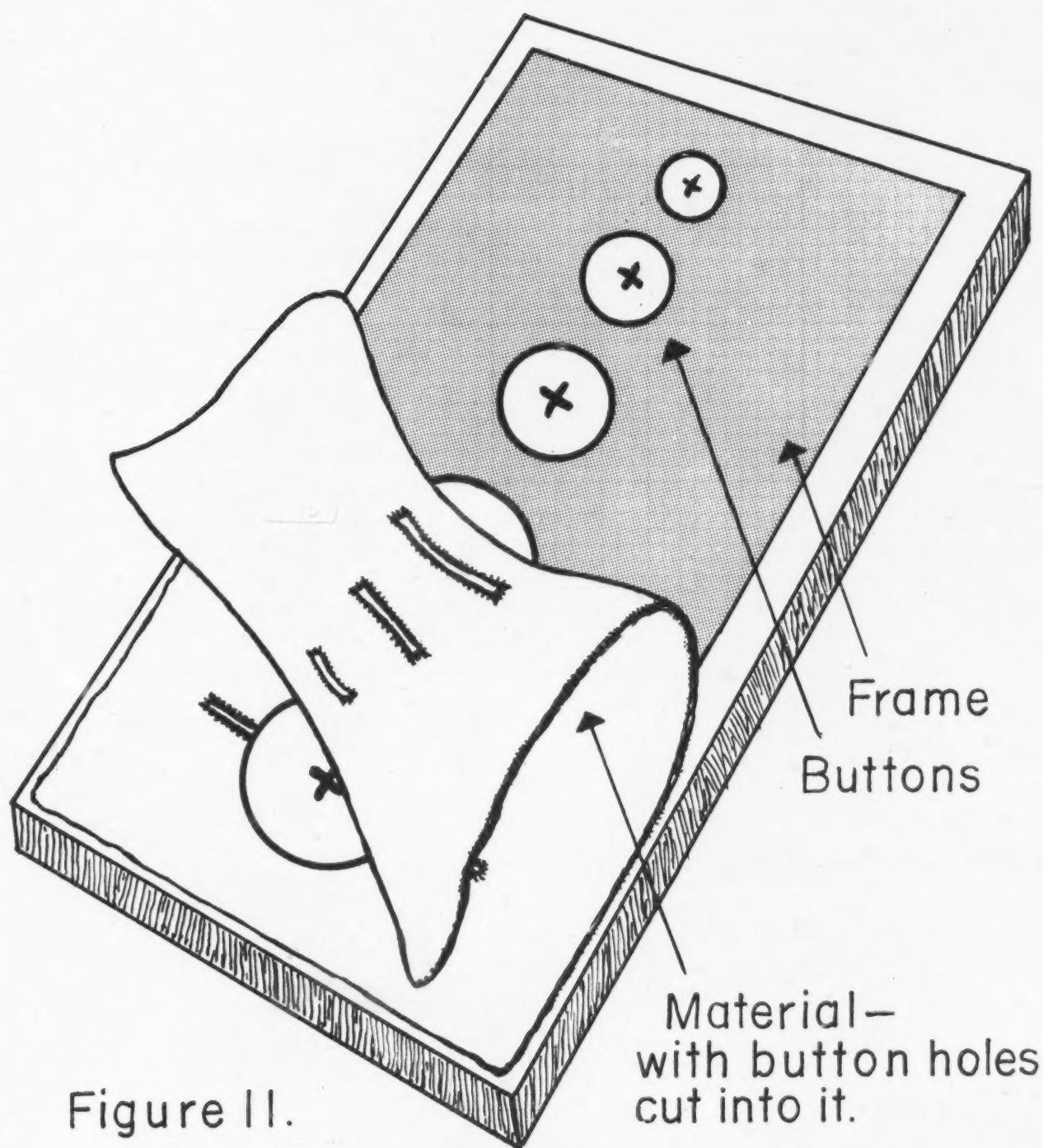


Figure II.

A DEVICE FOR TEACHING BUTTONING

Task Request 3: As Task Request 2 but T only opens the last button and does not demonstrate the threading of the previous five. T says, BUTTON.

Evaluation: Did the child fasten the last button?

Pass - Reinforce.

No - Revise Task Request 2 and fade out the demonstration gradually reintroducing Task Request 3.

Task Request 4: T hands the frame to C with last two buttons undone and says, BUTTON. As C buttons the first one, T says, BUTTON MORE.

Evaluation: Did C fasten both buttons?

Pass - Reinforce and repeat with three buttons open.

No - Repeat the Task Request and gesture to the extra button when you say MORE.

NOTE: As buttoning all of the buttons is essentially a "chaining" procedure (See Behavior Modification Section), then reinforcement should be given only on the completion of the fastening of the final button.

ADVANCED SKILLS:

1. Work until the child can fasten all of the buttons on the frame.
2. Substitute other sizes and shapes of buttons on the material.
3. Play games of "dressing up" with old clothes. Similarly the children can dress up dolls.

BENDING OVER

OBJECTIVE: To teach the C that upon the verbal command from the T, BEND OVER he leans forward from the waist with his arms hanging forward.

RATIONALE:

- a. Self-help skill in certain dressing activities.
- b. Facilitates the learning of other recreational skills. Can be used in calisthenics, tumbling, diving, and ball handling activities.

MATERIALS: No specific materials are required for this activity.

TEACHING PROCEDURES:

Task Request 1: T stands in front of the child and says to the child, DO THIS bending at the waist with arms hanging loosely. (If possible, touch the floor.)

Evaluation: Did the C imitate the T?
Pass - Reinforce and repeat.
No - Repeat the task request and demonstration.
If the C still fails, give physical assistance.

Task Request 2: T says to C, DO THIS...BEND OVER and demonstrates.

Evaluation: Did the C imitate the demonstration?
Pass - Reinforce and repeat.
No - Revise Task Request 1 and repeat Task Request 2.

Task Request 3: T says to C, BEND OVER but does not demonstrate.

Evaluation: Did the C bend over to the verbal command?
Pass - Reinforce and repeat.
No - Repeat Task Request 2. Gradually fade out the demonstration and DO THIS then reintroduce Task Request 3.

ADVANCED SKILLS:

1. Can generalize in calisthenic activities such as bending over, bending to the side, bending back, bending down, etc. Can also be used to reinforce the learning of the extra words when they have been introduced in the language program.

2. Can be used as a phrase in development of sequencing. For instance, "bend over, pick up the ball, throw the ball into the basket."
3. Can be used in various body parts identification sequences such as "bend over and touch your foot," "bend over and touch your knee," "bend over and touch behind your foot," etc., after the nouns have been introduced via the language program.

GO

OBJECTIVE: To teach the C to comply with an instruction only upon the signal GO. In this case, the instruction is TOUCH THE WALL, GO.

RATIONALE:

- a. Can be used in many games, relays, and other recreational activities as a signal to commence action.
- b. Is a necessary self-help and self-preservation skill.
- c. Facilitates the administration of instructions in other areas such as GO TO THE BATHROOM, GO TO THE BEDROOM, GO TO THE TEACHER, GO ACROSS THE STREET.

PREREQUISITE SKILLS: C responds appropriately to the command, TOUCH THE WALL. In other words, the C has been taught the noun "wall" and will respond by touching it when asked.

MATERIALS: No specific materials are necessary, just the availability of a wall in the nearby vicinity. Other objects could be substituted for wall so long as the C can recognize them.

TEACHING PROCEDURES:

Task Request 1: T stands about 10 feet from the wall holding the C's hand and facing towards the wall. T says to C, DO THIS--GO and as she gives the command GO moves forward with the C to touch the wall.

Evaluation: Did the C walk forward with the T on the command, GO?

Pass - Reinforce.

No - Repeat the command, giving a longer delay between the end of DO THIS and the saying of GO and holding the C back with the hand until T says, GO.

Task Request 2: T says to C, SHOW ME THE WALL.

Evaluation: Did the C indicate that he knew where the wall was by pointing or gesturing in some way?

Pass - Reinforce.

No - T goes to the wall and says, THIS IS A WALL and repeats the task request to the C. This should be known as it is a prerequisite skill for the lesson and this task request serves only as a revision.

Task Request 3: T says to the C, TOUCH THE WALL--GO holding the C back with her hand until she actually says the word GO.

Evaluation: Did the C respond appropriately?
Pass - Reinforce and repeat.
No - Repeat Task Request 1 and 2 and reintroduce Task Request 3.

Task Request 4: As Task Request 3 only this time the T does not hold the C back while the command is given.

Evaluation: Did the C respond appropriately on the word GO?
Pass - Reinforce and repeat, gradually increasing the length of time between the first part of the command (TOUCH THE WALL) and the second part (GO).
No - Repeat Task Request 3 and reintroduce Task Request 4.

Task Request 5: This is really an advanced skill or an extension of the skill the C now knows. T should give various orders to the C like TOUCH THE (noun), the nouns representing other objects that the child is already familiar with.

ADVANCED SKILLS:

1. Can be used to reintroduce the words "fast" and "slow" after they have been introduced in the language program.
2. Can be attached to various self-help activities like GO TO THE BATHROOM, GO TO THE _____, etc.
3. Can be used in conjunction with the word "stop" in the next lesson.
4. Can be used to start various relay activities by pointing to the next child and saying, NAME, GO.

STOP

OBJECTIVE: To teach the child to respond appropriately to the word STOP when walking and running.

RATIONALE: Same as "Go" in the previous lesson.

PREREQUISITE SKILLS:

- a. Completion of the previous lesson "go."
- b. Responds appropriately to the verbal commands WALK and RUN.

MATERIALS: No specific materials are necessary.

TEACHING PROCEDURES:

Task Request 1: T walks with C holding the child by the hand and after a few paces says, DO THIS--STOP and pulls the C's hand and stops, stamping with her foot as she does so, in order to emphasize the action.

Evaluation: Did the C stop at the same time as the T?
Pass - Reinforce and repeat.
No - Repeat the activity, repeat the command pulling more on the C's arm on the verbal command, STOP. When the C is successful at performing this task request, it should be repeated a few more times, gradually increasing the time between DO THIS and the STOP.

Task Request 2: T walks with the C as in Task Request 1 only this time fades out the DO THIS and just says, STOP. T does not give a demonstration herself.

Evaluation: Did the C stop on the verbal command?
Pass - Repeat and reinforce.
No - Repeat the activity and pull on the C's hand as he is given the command, STOP. Repeat a few times until gradually T does not have to pull at all, or until the child responds appropriately.

Task Request 3: T walks beside C not holding C's hand. This time T says, STOP.

Evaluation: Did the C stop at the same time as the T said, STOP?

Pass - Reinforce and repeat.

No - Repeat the command, but the T should put her arm across C's chest as she gives the verbal command, STOP.

Task Request 4: T says to the C, WALK and after C has walked a few steps T says, STOP.

Evaluation: Did the C stop to the verbal command?

Pass - Reinforce and repeat.

No - Repeat Task Request 3 and then reintroduce Task Request 4.

Task Request 5: T says to C, RUN and then STOP but does not run with the C.

Evaluation: Did the C stop to the verbal command?

Pass - Reinforce and repeat.

No - Reintroduce Task Request 3 and repeat Task Request 5.

Task Request 6: This is a series of activities where the T says to C, RUN, STOP, WALK, STOP, RUN, STOP, etc., turning the procedure into a sort of combined activity.

Evaluation: Did the C respond appropriately to the verbal commands?

Pass - Reinforce and repeat.

No - Revise either Task Request 4 or Task Request 5 depending upon whether the failure was in response to WALK or RUN. When this is accomplished, reintroduce Task Request 6.

ADVANCED SKILLS: These are similar to those for "Go" which was the previous lesson.

1. The incorporation of the word STOP into various activities is essentially a whole sequence of advanced skills. The more activities the more difficult.
2. Stop can also be used to control inappropriate behaviors such as STOP HITTING, STOP THROWING, STOP SPILLING.

3. The children can be taught to use the word themselves at the expressive level to control various activities. For instance, if someone is pouring out a glass of milk at breaktime, when there is enough milk in the glass, the child can be taught to say STOP and control the action.
4. When the children have been taught to read the word STOP, a poster with the word written on it can be used in game situations to stop their activities. Similarly, road signs can be purchased from play apparatus manufacturers, or can be made. These can be used in games and may help to improve traffic safety behavior.

RELAYS - I

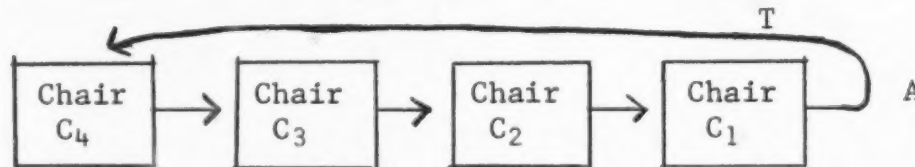
OBJECTIVE: To teach each child to respond to a group command, EVERYBODY CHANGE CHAIRS, by carrying out a chain of two tasks. Upon command, EVERYBODY CHANGE CHAIRS each child is to stand up, move to the chair to his right, and sit down. The child on right end must move to the vacant chair on the extreme left.

RATIONALE: To provide the child with:

- A specific motor skill which is a prerequisite to more advanced relay games.
- Instruction in responding appropriately to group commands.

PREREQUISITE SKILLS: To respond appropriately to the commands: EVERYBODY, STAND UP, SIT DOWN, SIT HERE, DO THIS.

MATERIALS: Two to four children seated left to right in a row of chairs. One teacher (T) and one teacher's aide (A).



TEACHING PROCEDURES:

Task Request 1: T says to the child seated on the right end of the row, C₁, STAND UP.

Evaluation: Did the child stand up?

Pass - Reinforce and proceed to Task Request 2.

A assures that C₁ keeps standing.

No - T repeats the command and assists the child to a standing position. A assures that C₁ keeps standing.

Task Request 2: T says to the second child, C₂ CHANGE CHAIRS and touches the empty chair just vacated by C₁.

Evaluation: Did C₂ change chairs?

Pass - Reinforce C₂. Repeat Task Request 2 with C₃ and C₄.

No - T places two chairs in front of C₂ and sits down opposite C₂. T demonstrates by saying, C₂ DO THIS, CHANGE CHAIRS. T stands, moves to an empty chair and sits down. T says, C₂ CHANGE CHAIRS, and assists by grasping shoulders, pulling C₂ to the empty chair, seating him, and reinforcing the assisted response. T repeats Task Request 2 with C₂, C₃, and C₄.

Task Request 3: T says, C₁ SIT HERE and points to the empty chair at the opposite end of the row of chairs.

EVALUATION: Did the child move to the empty chair and sit down?

Pass - Give entire group practice in responding to the command EVERYBODY CHANGE CHAIRS. The command EVERYBODY should be used at this time. Correction procedures should be applied as necessary.

No - T says, C₁, CHANGE CHAIRS and assists C₁ by grasping shoulders, guiding him to the empty chair, seating him and reinforcing the assisted response.

ADVANCED SKILLS: Proceed to Lesson II on relays.

RELAYS - II

OBJECTIVE: To teach the child to respond to a group command by carrying out a chain of three individual actions in a group setting: a) standing up, b) giving a ball to another child, a social skill, and c) changing chairs.

RATIONALE:

- a. To increase the number and complexity of motor responses with respect to a single command.
- b. To provide a prerequisite social skill for more complex play activities.

PREREQUISITE SKILLS: Respond appropriately to the commands: STAND UP, EVERYBODY CHANGE CHAIRS, GIVE THE BALL TO _____, SIT HERE, and the names of the children in the group.

MATERIALS: Teacher and a teacher's aide. Two to four children seated in a row on four chairs.

TERMINAL BEHAVIOR: Upon command EVERYBODY CHANGE CHAIRS each child stands up, moves to the chair to his right and sits down. The child on the right end of the line must stand up, give the ball to the child who seats himself in the first chair and then moves to the opposite end of the row and sits down.

TEACHING PROCEDURES:

Task Request 1: T gives ball to child on the right end of the row and says, C₁, STAND UP. T says, EVERYBODY CHANGE CHAIRS and reinforces by saying GOOD C₂, C₃, and C₄ or GOOD EVERYBODY.

Evaluation: Did all children change chairs?
Pass - Proceed to Task Request 2.
No - T assists C to sit on a different chair. Reinforce the assisted response. Repeat for each child who did not change chairs.

Task Request 2: T says, C₁, GIVE THE BALL TO C₂ who is sitting in the first chair on the right end of the row of chairs.

Evaluation: Did C₁ give the ball to C₂?
Pass - Proceed to Task Request 3.
No - T assists by taking hold of the child's arms and moving them with the ball toward C₂. Reinforce the assisted response.

Task Request 3: T says C₁, SIT HERE and points to the empty chair on the left end of the row.

Evaluation: Did the child go to the empty chair and sit down?

Pass - Practice Task Requests 1, 2, and 3 until everyone has mastered the lesson. Proceed to Task Request 4.

No - Return to Relay I Lesson for correction procedure.

Task Request 4: T says, EVERYBODY, CHANGE CHAIRS. T insures that the C leaving the first chair gives the ball to the child who sits down in the first chair, and then takes his place on the empty chair at the end of the row. (For correction procedures, See Task Request 2 and 3.)

RELAYS - III

OBJECTIVE: To teach that:

- a. The C with the ball, when told to GO carries the ball, drops it in one wastebasket, runs to the next wastebasket, takes a second ball out of it, runs and gives the ball to the child at the extreme right of the line and then sits at the extreme left of the line.
- b. All children move one chair to the right on verbal command, CHANGE CHAIRS.

RATIONALE:

- a. Physical education activity.
- b. Following a sequence of motor actions.
- c. Progression from earlier activities.

PREREQUISITE SKILLS:

- a. Attainment of terminal skills of the previous lesson in the chair-changing series.
- b. Identification of basket at receptive level.
- c. Appropriate response to verbal command, RUN.

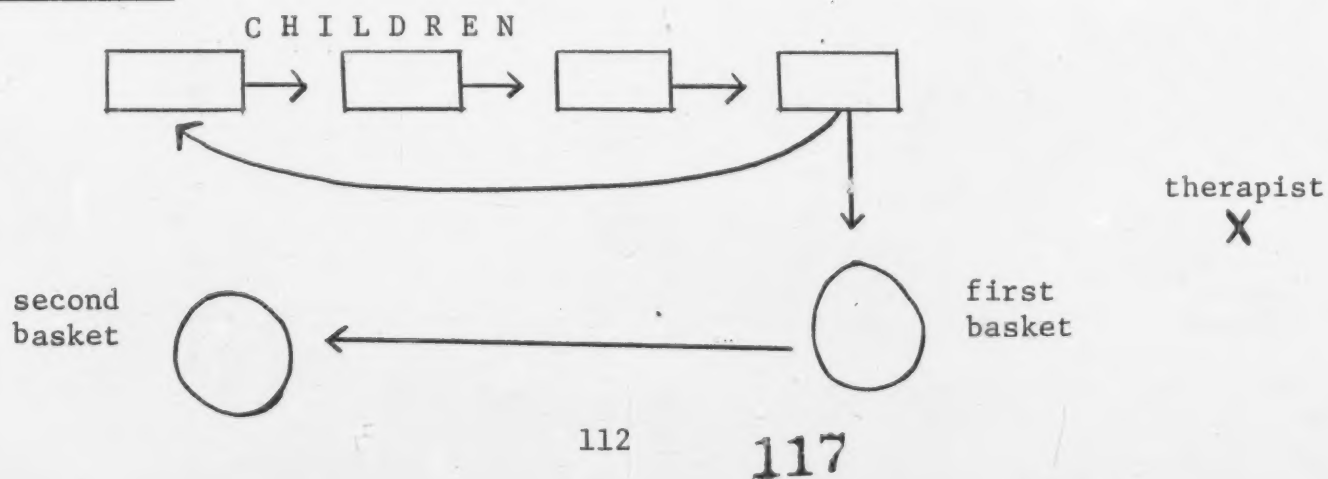
MATERIALS:

- a. Three volley or soccer-size balls.
- b. Two receptacles large enough to hold above, e.g., wastebaskets.
- c. A chair for every subject.
- d. Therapist and an aide.

TEACHING PROCEDURES:

1. Give ball to child on extreme right of line and say, (name). STAND. Then say, CHANGE CHAIRS to the remaining children.
2. Say to child with ball, GO--PUT THE BALL INTO THE BASKET and gesture towards the first wastebasket.

Room Diagram



If the child hesitates, demonstrate saying, DO THIS--PUT THE BALL INTO THE BASKET. Reinforce.

3. Therapist then says to subject, TAKE THE BALL OUT OF THE BASKET, gesturing to 2nd basket. If necessary, lead child to second basket and show him that there is a ball in it. Then say, GIVE THE BALL TO (name) (Child on extreme right of line).
4. When child does this, say, SIT and gesture to seat at extreme left of line.
5. Say to child with ball, GO and gesture to the first basket. As child approaches the basket say INTO BASKET. Then OTHER BASKET--RUN (Reinforce running), GIVE THE BALL TO (name), SIT. Remind children to change chairs if necessary.
6. As above with command, GO--RUN gesture to basket #1. Gesture to basket #2. TO (name) (child on extreme right of line). Gesture to chair at extreme left of line. If necessary during the course of the activity, repeat the instruction, RUN.
7. As above eliminating all verbal commands except GO and using gestures when necessary until the activity is firmly established.

ADVANCED SKILLS:

1. Eliminate the verbal command GO and allow the cue of receiving the ball to act as the stimulus to start for the recipient.
2. More advanced forms of relay activities can be developed from this basic concept.

THE SIT-UP

OBJECTIVE: To teach the C that, when lying in a supine position on his back, with his knees bent at approximately a right angle, and with some stabilization under his feet, that is, his feet being held or under a bench, to, on the verbal command SIT UP lift his thorax from the ground to touch his knees with his hands and on the verbal command DOWN to lower himself back to the supine position.

NOTE: The bent leg sit-up is recommended to reduce possibility of sacroiliac strain that can be caused by sit-ups in the straight leg position.

RATIONALE:

- a. Facilitate the teaching of physical education skills.
- b. Develop the abdominal muscles.
- c. Maintain cardio-respiratory efficiency in training situations.

PREREQUISITE SKILLS:

- a. Exposure to other imitative activities.
- b. Exposure to the word "down" in the language program.

MATERIALS: One foam gym mat or a carpeted floor; and aide to hold the C's feet in the initial stages of teaching, or a bench or similar object under which the C can place his feet.

TEACHING PROCEDURES:

Task Request 1: T lies beside the child in a supine position with legs bent. It should be unnecessary for the T to have a support under her feet but support should be given by an aide at the C's feet to prevent them from rising as the C attempts to rise. T says to C, DO THIS and raises her body to touch her hands on her knees. Then says, DOWN as she goes down.

Evaluation: Did the C respond by touching his knees?
Pass - Reinforce and repeat.
No - Repeat the demonstration and then if the child still does not respond, give physical assistance. Emphasize the touching of the knees.

Task Request 2: In a position similar to that adopted in Task Request 1, T says to C, DO THIS--SIT UP and then DOWN and demonstrates.

Evaluation: Did the C imitate?
Pass - Reinforce and repeat once.
No - Revise Task Request 1 and reintroduce Task Request 2. At this point, the C should probably be given a short break, as this is a fairly strenuous activity. A number of repetitions could prevent the child from completing further task requests satisfactorily.

Task Request 3: T maintains her position beside the C lying on the floor, and says to the C, SIT UP and then DOWN.

Evaluation: Did the C sit up to the verbal command?
Pass - Reinforce and repeat the activity once or twice.
No - Repeat the Task Request 2 and reintroduce Task Request 3.

ADVANCED SKILLS:

1. The number of repetitions can be gradually increased as the C's ability to do sit-ups increases.
2. Sit-ups can be utilized as part of a circuit for circuit training.
3. A game can be played where the children all adopt the starting position for the sit-ups as they lie in a circle. One child has a ball in his hand. He calls the name of another child in the group who sits up. The caller then sits up and throws the ball to the called child who attempts to catch it.